DOCUMENT RESUME

ED 184 255 EC 123 248

AUTHOR Stulac, Josef F., II: Olive, John
TITLE Special Education Competencies for Teachers Project: A Staff Development Program. Final Report FY 79.
INSTITUTION Metropolitan Cooperative Educational Service Agency, Atlanta, Ga.
SPONS AGENCY Georgia State Dept. of Education, Atlanta.
PUB DATE [79]
NOTE 82p.: A part of the Project SECT series: Some figures have marginal print: For final report year 2, see ED 169 708: For other related materials, see EC 123 249-251

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Annual Reports: Certification: *Competency Based Teacher Education: *Disabilities: Elementary Secondary Education: *Evaluation Methods: *Learning Modules: Professional Training: Program Evaluation: *Special Education Teachers: Training Objectives

ABSTRACT

The final report on the third year of a 5 year program to investigate performance based certification procedures for special education teachers and to assess teacher competency is presented. Nineteen competency areas were identified and modules to train teachers in each of the competencies were developed. A study of 56 special education teachers was undertaken to assess the effectiveness of the modules. The teachers were divided into two groups and both groups were given a competency assessment instrument. One group received the modules: one group served as a control. Half of each group was told the results of the ratings. Findings of the study indicated that knowledge of ratings made no difference. In every case the group which took training did better during the second assessment than the control group. A workshop evaluation of the modules, data on scores, and participant evaluation are among tables included in the appendix. The assessment instrument is also appended. (PHR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED184255

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

FINAL REPORT FY 79
SPECIAL EDUCATION COMPETENCIES FOR TEACHERS PROJECT:
A Staff Development Program

Josef F. Stulac II, Director
John Olive, VTR Specialist
Debbie Pezeshkmehr, Field Assessor
Elizabeth Creagh, Field Assessor

Project SECT was funded
through Title IV-C by the
Georgia Department of Education

Metropolitan Cooperative Educational
Service Agency
2268Adams Drive NW
Atlanta, Georgia 30318
(404) 352-2697

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Josef F. Stulac II

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC123248

TABLE OF CONTENTS

Introduction	1
Background	1
Projected Goals	2
Fiscal Year 79 (Third Year Activities)	3
Experimental Design	6
Sample	6
Data Collection	7
Data Analysis	7
Results of the Knowledge of Scores Analysis	7
Results of the Staff Development Training Modules Analysis	8
Analysis by Workshop	10
Conclusions	17
Use of the Modules	18
Use of SECT Modules Outside Special Education	19

APPENDIX A

Data Table 1	Workshop Evaluation	20
Data Table 2	Knowledge of Scores	22
Data Table 3	Workshop	25
Data Table 4	Participant Evaluation	28
Data Table 5	Workshop Effectiveness	29

APPENDIX B

SECT Instrument

SPECIAL EDUCATION COMPETENCIES FOR TEACHERS:
A Staff Development Program

Introduction

The Special Education Competencies for Teachers (SECT) Project was funded by the State Department of Education in Georgia under Title IV-C. The charge to the project was to investigate performance-based certification procedures for beginning special education teachers and to recommend how to best assess the competency of these teachers. The project has now completed its third year. This report describes the efforts and results of Project SECT during the 1978-79 fiscal year.

Background

Project SECT originated at the desire of several special education teachers in Georgia who were concerned that the state's proposed plan for beginning teacher certification through competency demonstrations would not accommodate their unique field of instruction. A competency assessment instrument had been developed at the Beginning Teacher Evaluation Project, University of Georgia, that was to be appropriate for all teachers regardless of subject area, age level, and classroom context. Many special education teachers felt that their instructional methods and their particular group of handicapped students contrasted sufficiently with other types of educational settings to warrant, at least, an investigation of appropriateness and, perhaps, the development of a new instrument. The State Department of Education agreed to support such a study and Project SECT was created in 1976.

After a search and review of all existing assessment items for special education teacher competencies, weekly meetings were held with 165 special education teachers to develop new competencies. Through a delphi process competency indicator items were written, descriptors were developed, and a hierarchy of types of behaviors was created. The result was an instrument designed to measure performance competencies of special education teachers.

During the second year of Project SECT, field studies were conducted to validate the special education competencies. In addition, the generic state assessment items were also administered for a comparison of ratings. The generic assessment was made on 193 teachers of whom 25 were in special education. In the comparison of these ratings special education teachers as a group were found to consistently rate higher and with lower variances than non-special education teachers. Those items which were unobservable in special education classes were also unobservable in non-special education classes. The conclusion was drawn that the generic assessment instrument would not penalize the special education teacher because of the situational context. However, as a group the special education teachers would generally receive higher ratings than the non-special education teachers. Consequently, we would not be able to make judgements about the discriminatory value of the assessment instrument in determining which special education teachers were to be considered competent for certification.

Sixty-five special education teachers were selected for a separate study. These teachers were rated simultaneously on both the generic and the special education competency assessment instruments by teams of data collectors. In addition, each observation was videotaped for an independent rating by an expert panel of teacher evaluators on overall demonstration of competence. As an external criterion measure the expert panel was asked to determine which teachers were incompetent, competent, and proficient. In order to be concurrently validated, every acceptable item from either instrument would have to sort the teachers into the same three groups. Statistical analysis determined those items which could make such discriminations. These validated competency assessment items were recommended for adoption by the state certification program for special education teachers.

Projected Goals

The next step was to develop training materials in these competency areas. The project staff felt it negligent to create standards that special education teachers would have to meet without also providing a means of achieving those standards. It was decided that Project SECT's focus for the third year would be on designing a staff development program to improve competency ratings. If an effective series of activities were available to beginning teachers to improve their ratings, the

competency assessment instrument could be used as a diagnostic tool for prescription of staff development. During the third year it was decided that Project SECT would attempt to design and evaluate such materials. The fourth year would be spent in field testing the staff development course and revising the materials to improve their effectiveness. The fifth and final year of the project would involve dissemination of the staff development course and training system personnel to administer the program. This plan coincided with the state department's intention to implement these certification procedures during 1980.

Fiscal Year 79 (Third Year) Activities

Project SECT was charged during its third year to develop modules to assist beginning special education teachers in improving their instructional performance in the classroom. It was decided that competency needs would be determined by the indicators from the state generic competency assessment instrument and the validated special education competency items. Each indicator described a skill or behavior; each of these would need a staff development activity. This would entail 19 modules, one for each competency area. (Figure 1).

Figure 1. Workshop and Competency Assessment Modules

WORKSHOP	COMPETENCY	MODULE
#1	Demonstrates a repertoire of teaching methods and techniques	XII
#2	Plans instruction to achieve selected objectives	I
	Uses instructional techniques and methods related to objectives	VII
#3	Obtains and uses information about needs and progress of individual learner	XIII
	Refers learners with special problems to specialists	III
	Orgainizes instruction to take into account individual differences among learners	II

WORKSHOP	COMPETENCY	MODULE
#4	Organizes time, space, material and equipment for instruction	IV
#5	Demonstrates enthusiasm for teaching and learning and for the subject being taught	VI
	Uses procedures which involve the student in the learning task	X
#6	Communicates with learners both orally and in writing.	VIII
	Instructs with clarity	IX
#7	Demonstrates an understanding of the school subject being taught	XV
	Adjusts instruction to changes in conditions	XVI
#8 & 9	Helps learners develop positive concepts of themselves	V
	Manages classroom interactions	XVII
	Reinforces and encourages efforts of learners	XI
#10	Obtains and uses information about the effectiveness of instruction	XIV
#11	Meets professional responsibilities	XVIII
	Engages in professional self-improvement	XIX

After writing the modules, a pilot test would be needed for each to determine its effectiveness. Revisions would be based on feedback from the participating teachers and from the effectiveness data. Each module would be expected to improve the competency ratings in that area. If a competency rating were not improved after the staff development module was completed, the activity would be revised or supplemented.

Because of the very practical nature of the performance-based instrument many of the competency areas are not typically addressed through traditional teacher preparation courses or staff development programs. A new approach to training would be required that would result in more classroom practice and behavior changes than in acquiring knowledge. Expert help would be needed in each of these unique competency areas. Consequently, the project would enlist consultants with expertise in each area to write the training modules, rather than to rely on the limited materials already developed and known to the project staff.

The state generic assessment instrument contained 18 competency areas. The validated special education indicator items were added to the generic indicators under the appropriate competency headings. One additional competency area was needed for three special education indicators--Instructs with clarity. There was some concern over whether or not to include the competency areas from the generic instrument. They had not been validated in the previous years' study because they could not discriminate among special education teachers (all special education teachers rated highly in these areas). Since the state department had not formally approved our recommendation to delete these areas, and because these competencies did not adversely affect ratings on special education teachers, it was decided that all of the generic competencies needed to be included. If, at a later time, the state department decided not to use these generic competencies with special education teachers, they could be deleted from the assessment instrument along with their associated training activities. (This approach also makes it possible for using only those competencies and training activities applicable to non-special education teachers by deleting the validated special education parts).

Eleven consultants along with project staff wrote modules to train teachers in these 19 competency areas. Each module began with a set of behavioral objectives specifically related to the descriptors of each indicator item. After a review of

construction, these objectives were expanded into outline form with instructional activities specified. Again each module was reviewed for completeness and appropriateness and the lesson plans themselves were written. The third review procedure focused on the learning activities. Revisions generally involved supplementing or deleting parts to improve the module's delivery.

Each module was presented by the consultant during an eleven-week staff development course to a group of special education teachers. These teachers, along with a similar group for control purposes, were assessed both before and after the course presentation to gather data on effectiveness in improving competency demonstrations. These data along with in-class questionnaire results (See Appendix, Data Table 1) and the presentors' observations of the instructional sequencing, provided the basis for the final revisions. The result was a comprehensive package of eleven volumes included in this report.

Experimental Design

The purpose of the staff development activities was to learn if competency ratings could be improved through additional support. Two areas of inquiry were identified. One of these suggested that if the teachers were simply to have knowledge of the results of their first ratings, they would take it upon themselves to improve those deficient competency skills and behaviors for the second assessment. If this were the case, no staff development would be necessary. However, if knowledge of results alone did not improve competency ratings, a second area of inquiry into the effectiveness of an intervention staff development program would be needed.

Sample

The special education teachers of two metropolitan Atlanta school districts were requested by their directors to participate with us in this study. The teachers were paid a small honorarium for their involvement and effort. A total of 56 teachers completed the six-month data collection schedule. The teachers were divided into four groups. First, a division was made for those taking the staff development workshops: 21 received the modules as a treatment and 35 did not to serve as a control group. A second division divided both of these groups in half for the

knowledge of results component: 33 teachers were given their results after the first assessment and 23 were not told the results of their ratings.

Data Collection

Each teacher was rated in October or November, 1978, by the complete generic competency assessment instrument and the additional validated special education items. In January those to receive their ratings were given the results individually by mail with an explanatory letter or at a group meeting with individual follow up if desired. The staff development course was delivered in January, February, and March, 1979, for eleven weeks. In March and April all teachers were reassessed in the same fashion to compare the groups for any improvement in ratings. Evaluation data of the method used for returning profiles is reported in Data Table 4.

Data Analysis

It was not assumed that the random placement of teachers into treatment and control groups would result in equal distribution of competently and incompetently performing teachers. It was decided that the unit of analysis would have to be the groups of teachers rather than the individuals. However, due to initial differences among the groups, it would be best to compare gains in ratings rather than absolute ratings of the second assessments. Consequently, means and variances for each group were determined from the first and second assessments. Gain scores were then computed from these initial ratings to measure improvement. Hotelling's T^2 was the statistical procedure used to test whether differences in the groups' improvement was significant (not due to chance). The expectation, of course, was that means of the treatment groups would increase significantly more than those of the control groups but that the variances would be lower indicating a centralizing effect of the treatment.

Results of the Knowledge of Scores Analysis

Overall, competency demonstration was not significantly improved by sharing the results of the first assessment with the teacher. ($T^2 = 27.61$, $F=1.25$, $p=.28$). With one exception none of the competencies separately improved significantly with

knowledge of results. (See Appendix, Data Table 2).

Looking at a comparison of the mean scores of each group on the first and second observation, the treatment group either improved slightly more than the control group or regressed less between the first and second observations for 15 out of the 16 competency areas. This difference was not, however, statistically significant (except in the one case). A possible explanation for this slight bias could be that a greater proportion of the treatment group (one half) also had the workshop treatment, which was shown to be effective in raising scores on the second observation, whereas less than a quarter of the control group participated in the workshops.

This may also account for the significant difference for Competency VIII: Communicates with learners both orally and in writing (p=.033). This competency area had similar results in the workshop study (p=.003) indicating that the workshop treatment greatly affected the ratings on the second observation (more so than with any other competency).

Competency XVI: Adjusts instruction to change in condition, was not observed in a sufficient number of cases for the results to be valid and has since been dropped from the generic instrument (it was not a part of the SECT instrument).

These results indicate that having knowledge of one's assessment ratings will neither positively nor negatively affect the ratings obtained on a second assessment.

Results of the Staff Development Training Modules Analysis

Based on an overall comparison of the means and variances of the treatment and control groups during the training workshop, the treatment group improved significantly more (T^2 =47.43, F=2.14, p=.03). Separately, each competency was compared by treatment and control groups.

For 3 of the 16 competencies (on which results were obtained) both groups scored lower on the post-assessment than on the pre-assessment; however, the regression was less for the treatment group. (See Appendix, Data Table 3). A more detailed

analysis of these three competency areas is given below.

For 9 of the 16 competencies the mean scores for the treatment group improved while the mean score for the control group declined on the post-assessment.

For 7 out of the 16 competencies the treatment group improved significantly more than the control group (over the period of the two observations). The statistical significance was such that the probability of the mean and variance of the treatment and control groups being equal was less than 5 times out of 100 ($p<.05$).

If a probability of less than 10 times out of 100 for equality of means and variances were accepted two more competency areas would show a statistically significant improvement for the treatment group compared with the control group. ($p<.10$).

These results indicate that there is a statistically significant difference between the two groups. The workshops seem to make a significant difference in the post-assessment score of the teachers in the treatment group compared with those in the control group.

A detailed analysis of the results of each of the eleven workshops is given below. (Figure 2).

Figure 2. Competencies in which both groups regressed

Competency III: Refers learners with special problems to specialists
Pre- and post-scores are all between 3 and 4.
Standard deviations in both cases (treatment and control) are considerably reduced on the post-observation suggesting that over time the situations concerned with this competency become more similar. Looking at the particular items in this competency shows us that in order to score higher than a 4, the teacher has to follow up on referrals in an appropriate manner. In the early observation many may have suggested that they would do this if necessary, whereas in the later observation it would be apparent whether they had or not.

Competency XIII: Obtains and uses information about the needs and progress of individuals learners

Pre-scores were just above 3 (NO=3.08, YES=3.12).

Post-scores were just below 3 (NO=2.7, YES=2.8) The change for both groups is not statistically significant.

It is a competency area which was not validated for Special Education Teachers in the SECT research study of 1977-78.

Competency XIV: Obtains and uses information about the effectiveness of instruction

Same as above.

N.B. These two areas were parts of different workshops so that the effect cannot be attributed to a particular presentation or set of materials.

Analysis by Workshop

Workshop #1 - Competency XII: Demonstrates a repertoire of teaching methods and techniques.

There was a statistically significant difference between the treatment and control groups. The treatment group mean was raised from the 3.0 level to 3.5 level, which indicates that many teachers were moved from below minimal competency to above minimal competency level (assuming 3.0 to be the minimum). A closer analysis of the data shows that of the 21 teachers, 15 improved their scores, 3 had no change and only 3 had lower scores on the post observation. Also only 2 teachers scored below the 3.0 level whereas 8 teachers from the control group scored below this level.

Workshop #2 - Competencies I &VII: Plans instruction to achieve selected objectives, and Uses instructional techniques and methods related to objectives.

Competency I. There was a statistically significant difference ($p=.005$) between the two groups. The treatment group mean raised from 2.7 to 3.2 whereas the control group mean fell from 3.1 to 2.7. Again, many teachers must have moved from below to above minimal competency after the workshop treatment. On the

pre-test at least 10 scored below 3.0, however, only 4 teachers scored below 3.0 on post-test. In the control group 11 teachers rated below this level on the post-test.

Competency VII. The chance difference between the two groups rating gains had a P value of .051, meaning that the probability of the means and variances for the 2 groups being equal was still less than 52 times out of a thousand. This is very close to our arbitrarily chosen significance level of things being equal less than five times out of a hundred. The treatment group mean was raised from 3.3 to 3.6. In the post-test 13 teachers improved their score, 8 did not. At least 17 of the teachers scored 3.0 or above on the post-test whereas only 13 scored above 3.0 on the pre-test.

Workshop #3 - Competencies XIII, II & III: Obtains and uses information about the needs and progress of individual learners, Organizes instruction to take into account individual differences among learners, and Refers learners with special problems to specialists

Competencies XIII & III are two of the three competencies for which the scores of both groups fell on the post test.

For Competency III the mean scores for both groups remained above 3.1, and at least 17 of the 21 taking the workshop scored on or above the 3.0 level on the post-test. Only 14 scored a 3.0 or above on the pre-test. More teachers were raised above minimal competency after the workshop, even though there was an overall drop in the mean score for the group. However, this was also true for the control group. The effect of the workshop remains inconclusive for this competency.

For Competency XIII the same number of teachers in the treatment group scored below 3.0 before and after the workshop (9), whereas 19 of the 35 in the control group scored below 3.0 on the post-test compared with 14 on the pre-test. However, these figures give little evidence for the effectiveness of this component of this workshop.

For Competency II, although there was an overall gain in the mean scores of both groups, these means stayed below the 3.0 minimum level. In the treatment group 15 teachers scored below 3.0 on the pre-test and 10 scored below 3.0 on the post-

test, whereas for the control group 20 teachers scored below 3.0 for both observations.

This entire workshop dealt with the area of individualization: obtaining information, organizing instruction, and making referrals based on the needs of individuals. From our classroom observations it seemed apparent that most special education teachers do, in fact, individualize more so than most regular educators. A possible explanation for Competency III (referrals) is mentioned above. However, Competencies II and XIII raise some important questions: Does the instrument accurately measure these competencies? (XIII was not validated in our research). What revisions do we need to make in staff development programs to effectively raise competency levels as measured by the instrument? How crucial was the role of the presentor?

Workshop #4 - Competency IV: Organizes time, space, material and equipment for instruction

Although the results for this workshop were not statistically significant (by the T^2 test), a closer look at the results indicates that only 4 of the treatment group did not meet minimal competency level on the post-observation compared with 13 on the pre-observation. The relative numbers for the control group were 15 (post-) and 18 (pre-) scoring below the 3.0 level. The workshop does seem to be related to a greater proportion of teachers above the minimal competency level when compared with the control group.

Workshop #5 - Competencies VI & X: Demonstrates enthusiasm for teaching and learning and for the subject being taught, and Uses procedures which involve the student in the learning task

The results for both of these competencies were statistically significant. ($p=.007$, $p=.048$).

For Competency VI the mean score of the treatment group was raised from 3.0 to 3.5 whereas the control group remained at just below the minimal competency level (3.0). Looking at individual scores shows us that on the pre-observation for both

groups, approximately half of each group scored below minimal competency. On the post-observation only 5 teachers of the 21 taking the workshop did not reach minimal competency level whereas the proportion for the control group remained the same (just less than half).

For Competency X the mean score for the treatment group was raised from 2.8 to 3.2. The mean score for the control group fell from 3.4 to 3.3 on the post-observations. An examination of the individual results shows that more than two thirds of the treatment group attained minimal competency after the workshop, compared with less than half before the workshop; the proportions for the control group remained unchanged.

This workshop seems to be an effective teaching tool for these competencies.

Workshop #6 - Competencies VIII & IX: Communicates with learners both orally and in writing, and Instructs with clarity

The results for both competencies covered by this workshop were statistically significant. ($p=.003$, $p=.019$). This is particularly important in this case as the mean scores for both groups in both competencies were initially high, and yet the workshop still made a significant improvement in the ratings for the treatment group when compared with the post-observation ratings of the control group. For Competency VIII the mean score for the treatment group was raised from 3.5 to 4.0. Moreover all teachers in the treatment group scored above the minimal competency level on the post-observation whereas 6 teachers from this group rated below minimal competency on the pre-observations.

The mean score for the control group remained at approximately the same level (3.65) and approximately the same number of teachers (5) scored below minimal competency level on both observations.

For IX the mean score for the treatment group was raised from 3.3 to 3.7 whereas the mean score for the control group fell from 3.8 to 3.5.

In the treatment group only 2 teachers did not reach the minimal competency level

after the workshop whereas 8 were rated below this level on the pre-observation. In the control group the reverse occurred: 9 teachers were rated below minimal competency on the post-observation compared to only 2 on the pre-observation.

This workshop proved effective in not only raising teachers to minimal competency level but in taking them to the next higher level, helping teachers improve from "fair" to "good".

Workshop #7 - Competencies XV & XVI: Demonstrates an understanding of the school subject being taught, and Adjusts instructions to changes in conditions

The second of these two competencies was not observable in enough cases for the results to be statistically different. The State Department of Education has now dropped this competency from their assessment instrument (it was not a part of the SECT instrument). For the 13 teachers in the treatment group for which this was observable, there was a noticeable gain in the mean score after the workshop (3.7 to 4.2), whereas for the 19 teachers in the control group there was a decline in the mean score from (4.0 to 3.8). The workshop would appear to have had a positive effect for those few teachers rated on this competency.

For Competency XV there was a slight improvement in the mean score for the treatment group (3.28 to 3.30) and a more noticeable decline in the mean score for the control group (3.2 to 2.9). Also, only four teachers out of the 21 taking the workshop failed to reach the minimal competency level, whereas nearly half of the 35 teachers in the control group failed to reach this level on the post- observations.

Although those results are not statistically significant (by the T^2 test), they do indicate that the workshop helped to raise most teachers above the minimal competency level (8 of the treatment group scored below 3.0 before the workshop).

Workshops #8 & #9 - Competencies XVII, XI, & V: Manages classroom interactions, Reinforces and encourages efforts of learners, and Helps learners develop positive concepts of themselves

These two workshops were team taught, the three competency areas being spread over two workshop meetings. Workshop #8 dealt primarily with behavioral

management techniques (Competencies XVII and XI) whereas Workshop #9 stressed the development of self concept for the students (Competency V). There was, however, some overlap between the workshops.

For Competency V the results did not quite meet our arbitrary significance level ($p < .05$). The probability of the means and variances of the two groups being equal was still only 56 out of 1000. ($p = .056$). What is most significant is that all the teachers taking the workshop reached minimal competency level on the post-observation (4 had scored below on the pre-observation), whereas at least six teachers remained below this level in the control group.

A probable reason for the results not meeting the significance level is that the mean scores for both groups were fairly high to start with (3.5), making a large improvement more difficult to attain. It is worth noting, however, that the mean score for the control group remained around the 3.5 level, whereas the treatment group mean was raised to the 4.0 level on the post-observation.

The standard deviation for the treatment group was almost halved on the post-observation (0.7 to 0.4) indicating that the effect of the workshop was to bring those teachers scoring lower up to the level of the rest of the group. The standard deviation for the control group, however, expanded: 0.5 to 0.6.

With some confidence we can state that the workshop was effective for this competency.

For Competency XI (reinforcing) the results are not as clear cut as for Competency V. The mean scores for both groups were raised to the 3.6 level; however, there was greater movement for the treatment group (from 3.2, compared with 3.4 for the control group on the pre-observation). The individual results for this competency are a little more encouraging: only 3 teachers taking the workshop failed to reach minimal competency on the post-observation compared with 8 on the pre-observation. Also the standard deviation was reduced for the treatment group from 0.8 to 0.6, again indicating that the effect of the workshop was to bring the lower scoring teachers up to the level of the higher scoring teachers. For the control group the reverse happened: The standard deviation

increased slightly (0.6 to 0.7) and the number of teachers failing to reach minimal competency increased from 8 in the pre-observation to 10 in the post-observation. Although not statistically significant, these results do suggest a positive effect of the workshop for the treatment group.

For Competency XVII (classroom management) the results are statistically significant (p=.009), although all teachers started out by scoring above the minimal competency level. The workshop raised all teachers in the treatment group to the 4.0 level or above, whereas in the control group, 2 teachers fell below minimal competency level on the post-observation. The standard deviation for the treatment group was reduced from 0.42 to 0.26, again indicating that all the teachers taking the workshop were raised to a higher scoring level. The standard deviation for the control group expanded from 0.30 to 0.62 indicating that the effect of time alone would be to widen the scoring range. This would give more weight to the effectiveness of the workshop and indicate a very positive effect in this competency area.

Workshop #10 - Competency XIV: Obtains and uses information about the effectiveness of instruction

The results for this workshop are not statistically significant. The mean scores for both group declined on the post-observation, the fall for the treatment group being slightly less than the control group.

From the analysis it appears that the workshop may have had some negative effect. On the pre-observation the teachers in the treatment group scored around the minimal competency level with a small spread: 2.2 to 4.0, standard deviation 0.43; whereas on the post-observation the scores were widened from 1.5 to 4.0 and the standard deviation expanded to 0.84. More than one-half of the teachers fell below minimal competency ratings after the workshop; only 9 of the 21 scored below this level before the workshop.

However, the situation for the control group was very similar. Thus, the effect of the workshop is inconclusive and, as stated in B above, this competency area was not validated for special education teachers.

Workshop #11 - Competencies XVIII & XIX: Meets professional responsibilities, and Engages in professional self-improvement

No data was collected by the SECT team on these competency areas. The workshop was given as a home-reading assignment in workbook form only. It is suspected that improvement in professional standards as measured by peer teachers and administrators will be evidenced only over long-term observations. A minimum of one year may be required for a teacher to successfully demonstrate to his/her colleagues that such professional changes in skills and behavior have been made.

Conclusions

On the strength of these results it appears to make no difference whether or not the teachers have knowledge of their ratings from one assessment to the next. This slightly surprising finding appears consistently in each competency area analysis. It is possible that under actual certification conditions where a teacher's credential might be at stake, teachers might try harder on their own to improve their ratings. Under these simulated and experimental conditions no increased effort of improvement was discernible. It is recommended, however, that teachers be given these results as soon as possible after an observation has been completed. Furthermore, as the second part of this investigation reveals, certain areas of competency demonstration could then be identified and individualized staff development programs based on needs could be selected.

With some confidence a conclusion can be reached concerning the value of these modules in a staff development program to improve teacher competency ratings. In every case the group which took the training course did better during the second assessment than the control group. Most of the modules were related to significant increases in the treatment group. The remainder, while not as dramatically improved, indicate that some improvement will result. There is a possibility that a "Hawthorne effect" may have contributed to these improvements. These teachers met for eleven weeks to work on the competency areas. Such attention may have influenced their desire to improve, stimulating an artificial but temporary change. However, in light of the complete lack of improvement in the knowledge of results component, such a "Hawthorne effect" seems unlikely. Therefore, it is

recommended that these staff development modules be used between competency assessments. The modules do not guarantee that everyone will pass the assessments, nor that everyone will even improve; however, most will do better as a result of this training process than they would have otherwise. Even a small step in the right direction could lead to better teaching.

Use of the Modules

The SECT Modules were designed as a staff development course for a group of 20 to 35 beginning special education teachers. At weekly three-hour class meetings the participants gathered information and simulated instruction and planning with these new skills. At least two hours each week between class meetings were devoted to practice in their classrooms with these new skills. Some time was provided in the subsequent class meeting to review and analyze these practice efforts as a group. It was an important dimension that group discussion time at meetings was provided. Particularly for beginning teachers, experience can be increased vicariously through the sharing of similar situations and results. Although some of the activities could be undertaken in an individualized, self-instructing manner, this approach is not recommended.

In the development of these modules a diversity of presentation styles was attempted. Lectures, large group activities, small group activities, and individual work methods were used. Questionnaires from the participants at the end of each week indicated that there was no one best approach. Instead, it was more a function of how the presentor used that method. One-half of the modules (dealing with generic competencies) were developed and presented by non-special education experts while the remainder used expert special education teachers and administrators. No preference was indicated by the participants for one or the other types of workshop leaders in the questionnaires, however, the two most stimulating discussions, it was felt, were led by a special education teacher and a special education professor. These two sessions gave the participants an opportunity to ask concrete, specific questions and learn from the leaders' experiences.

The written modules are to be accompanied by videotapes which are not included in this package. These may be obtained by writing to the project. The tapes which

include materials for learning activities as well as classroom sequences are now being revised and are expected to be ready by March, 1980. We are deeply indebted to Project STRETCH and its Director, Mr. Larry Weiner, for extensive use of their previously developed video materials.

Use of SECT Modules Outside Special Education

As described earlier all of the Georgia generic competencies were included in the development of these modules. Our results on effectiveness pertain only to application with a special education teacher population. However, our findings indicate some strength for improving competencies through this staff development plan; these modules are recommended for use with non-special education teachers. It is suggested that activities related only to the special education teacher competencies be omitted in such an application. Project SECT would be interested in hearing from anyone who uses these materials outside special education.

DATA TABLE 1: WORKSHOP EVALUATION

In order to effectively improve this staff development program we need to find out how well each lesson was received. Would you please answer, at least briefly, the following questions. Additional comments specifying what we might change would be helpful. This information will be shared with the presentors but is anonymous.

1. How well was the presentation made?

Workshop	Positive	Neutral	Negative	N/A
# 1	4	7	7	1
# 2	14	2	0	0
# 3	3	10	0	0
# 4	8	6	0	0
# 5	7	0	0	0
# 6	3	9	3	0
# 7	3	7	1	0
# 8	15	0	0	0
# 9	10	2	0	0
#10	2	5	0	1
#11	9	1	0	0

2. How useful was the information?

Workshop	Positive	Neutral	Negative	N/A
# 1	3	14	2	0
# 2	12	4	0	0
# 3	5	7	0	1
# 4	7	6	1	0
# 5	6	1	0	0
# 6	6	8	1	0
# 7	6	3	2	0
# 8	15	0	0	0
# 9	9	3	0	0
#10	5	2	0	1
#11	8	2	0	0

DATA TABLE 1: WORKSHOP EVALUATION

3. What was the best idea in that workshop?

Workshop	Positive	Neutral	Negative	N/A
# 1	12	6	0	1
# 2	12	4	0	1
# 3	10	3	0	0
# 4	11	2	0	1
# 5	7	0	0	0
# 6	11	2	1	1
# 7	8	2	0	0
# 8	14	1	0	0
# 9	9	2	0	1
#10	5	2	0	1
#11	9	1	0	0

4. What was the idea needing the most improvement?

Workshop	Positive	Neutral	Negative	N/A
# 1	2	8	6	3
# 2	4	7	3	2
# 3	2	4	3	4
# 4	4	8	2	0
# 5	3	2	0	2
# 6	2	6	6	2
# 7	0	7	4	0
# 8	8	4	0	3
# 9	5	4	0	3
#10	3	3	0	2
#11	3	6	0	1

DATA TABLE 2: KNOWLEDGE OF SCORES

Hotelling T Square 27.6090
F Value 1.2462 P Value 0.279

Degrees of Freedom 16, 39

N = 23 Don't know score
N = 33 Know score

I. Plans instruction to achieve selected objectives.

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.0652	2.8182	2.6826	3.0030	-.3826	.1848	t=-1.75	.086	54
STD.DEV.	1.2730	.8274	1.0017	.9439	1.2644	1.1440	F=1.22	.594	22,32

II. Organizes instruction to take into account individual differences among learners.

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	2.7043	2.3970	2.7435	2.5333	0.0391	0.1364	t=-0.33	.745	54
STD.DEV.	1.0538	0.7527	1.0374	0.8115	1.2702	0.9588	F=1.76	.144	22,32

III. Refers learners with special problems to specialists.

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.5565	3.3939	3.0956	3.1606	-.4609	-.2333	t=-0.88	.385	54
STD.DEV.	0.8173	0.8276	0.5645	0.4077	1.0058	0.9198	F=1.20	.632	22,32

IV. Organizes time, space, material and equipment for instruction.

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.1696	3.1606	3.1391	3.4333	-.0304	0.2727	t=-1.33	.191	54
STD.DEV.	0.8445	0.8062	0.7674	0.7528	0.8844	0.8117	F=1.19	.645	22,32

V. Helps learners develop positive concepts of themselves.

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.5609	3.4818	3.5913	3.7879	0.0304	0.3061	t=-1.43	.159	54
STD.DEV.	0.6959	0.5604	0.6193	0.5499	0.6718	0.7361	F=1.20	.663	32,22

VI. Demonstrates enthusiasm for teaching & learning & for the subject being taught.

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.1652	2.8727	3.2783	3.0667	0.1130	0.1939	t= -0.38	.704	54
STD.DEV.	0.7946	0.5757	0.8676	0.6198	0.7606	0.7909	F= 1.08	.862	32,22

VII. Uses instructional techniques & methods related to objectives.

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.5348	3.2879	3.4565	3.4000	-.0783	0.1121	t=-0.93	.355	54
STD.DEV.	0.8277	0.7026	0.7925	0.5895	0.7897	0.7223	F= 1.20	.633	22,32

VIII. Communicates with learners both orally & in writing.

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.7696	3.5091	3.6913	3.8333	-.0783	0.3242	t=-2.19	.033	54
STD.DEV.	0.6491	0.5833	0.6067	0.5909	0.5359	0.7587	F= 2.00	.093	32,22

IX. Instructs with clarity.

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.8478	3.4273	3.5696	3.5697	-.2783	0.1424	t=-1.61	.113	53,6
STD.DEV.	0.6687	0.7311	0.7528	0.7732	0.7544	1.1977	F= 2.52	.027	32,22

X. uses procedures which involve the student in the learning task.

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.3826	3.0454	3.4478	3.1667	0.0652	0.1212	t=-0.24	.810	54
STD.DEV.	0.8440	0.7866	0.7019	0.7109	0.7221	0.9330	F= 1.67	.213	32,22

XI. Reinforces & encourages efforts of learners.

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.5522	3.1848	3.7000	3.5576	0.1478	0.3727	t=-0.99	.328	54
STD.DEV.	0.6029	0.6681	0.7508	0.6270	0.8821	0.8087	F= 1.19	.641	22,32

XII. Demonstrates a repertoire of teaching methods & techniques.

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.4522	3.0454	3.3739	3.3424	-.0783	0.2970	t=-1.94	.058	54
STD.DEV.	0.5567	0.5574	0.6642	0.5766	0.6842	0.7321	F= 1.14	.752	32,22

XIII. Obtains & uses information about needs & progress of individual learners.

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.1926	3.0297	2.6204	2.8170	-.5722	-.2127	t=-1.49	.143	54
STD.DEV.	0.9221	0.5414	0.7279	0.7841	1.0186	0.7887	F= 1.67	.183	22,32

XIV. Obtains and uses information about effect of instruction.

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.1148	3.2436	2.2248	2.5751	-.8900	-.6685	t=-0.81	.424	54
STD.DEV.	0.8035	0.5599	0.8066	0.9072	1.1325	0.9187	F=1.52	.275	22,32

XV. Demonstrates an understanding of school subject being taught.

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.2630	3.2603	2.9270	3.1688	-.3361	-.0915	t=-1.06	.292	54
STD.DEV.	0.7662	0.4823	0.8512	0.6251	0.9983	0.7222	F= 1.91	.093	22,32

XVI. Adjusts instruction to change in conditions. * N = 12 No ; N = 20 Yes

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.6608	3.9020	3.6942	4.1290	Insufficient Sample Size				
STD.DEV.	.3188	..8250	0.9879	1.1690	Insufficient Sample Size				

XVII. Manages classroom interactions.

	PRE		POST		DIFFERENCE		T SQUARE		
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	4.4791	4.5297	4.3913	4.4291	-.0878	-.1006	t=0.09	.931	53.9
STD.DEV.	0.3024	0.3811	0.4635	0.5947	0.4341	0.6586	F=2.30	.045	32,22

DATA TABLE 3: WORKSHOP

Hotelling T Square 47.4267
F Value 2.1408 P Value 0.027

Degrees of Freedom 16, 39

N=35 Did not take workshop
N=21 Did take workshop

I. Plans instruction to achieve selected objectives.

	PRE		POST		DIFFERENCE			T SQUARE	
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.0714	2.6667	2.6800	3.1905	-.3914	.5238	t=-2.90	0.005	54
STD.DEV.	1.0228	1.0165	0.8798	1.0545	.9805	1.3736	F= 1.96	.081	20,34

II. Organizes instruction to take into account individual differences among learners.

	PRE		POST		DIFFERENCE			T SQUARE	
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	2.5628	2.4571	2.5743	2.6952	0.0114	0.2381	t=-0.75	0.455	54
STD. DEV.	0.9315	0.8424	.9160	.9119	1.0832	1.1061	F= 1.04	.890	20,34

III. Refers learners with special problems to specialists.

	PRE		POST		DIFFERENCE			T SQUARE	
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.5314	3.3429	3.1457	3.1143	-.3857	-.2286	t=-0.59	0.555	54
STD. DEV.	.8781	.7173	.4054	.5825	1.0589	.7610	F= 1.94	.121	34,20

IV. Organizes time, space, material and equipment for instruction.

	PRE		POST		DIFFERENCE			T SQUARE	
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.1743	3.1476	3.1828	3.5286	.0086	.3810	t=-1.61	0.112	54
STD. DEV.	.7732	.8987	.7660	.7329	.8304	.8448	F= 1.03	.905	20,34

V. Helps learners develop positive concepts about themselves.

	PRE		POST		DIFFERENCE			T SQUARE	
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.5029	3.5333	3.5543	3.9619	.0514	.4286	t=-1.95	0.056	54
STD. DEV.	.5355	.7425	.6113	.4330	.6985	.7015	F= 1.01	.955	20,34

VI. Demonstrates enthusiasm for teaching & learning & for the subject being taught.

	PRE		POST		DIFFERENCE			T SQUARE	
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	2.9914	2.9952	2.9400	3.5095	-.0514	.5143	t=-2.81	0.007	54
STD. DEV.	.6060	.8115	.6594	.7217	.6909	.7876	F= 1.30	.489	20,34

VII. Uses instructional techniques & methods related to objectives.

	PRE		POST		DIFFERENCE			T SQUARE	
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.4486	3.2905	3.3314	3.5762	-.1171	.2857	t=-2.00	0.051	54
STD. DEV.	.7322	.8105	.7391	.5300	.7418	.7094	F= 1.09	.852	34,20

VIII. Communicates with learners both orally and in writing.

	PRE		POST		DIFFERENCE			T SQUARE	
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.6828	3.5048	3.6343	4.0095	-0.0486	.5048	t=-3.08	0.003	54
STD. DEV.	.5933	.6591	.6412	.4312	.5736	.7658	F= 1.78	.134	20,34

IX. Instructs with clarity.

	PRE		POST		DIFFERENCE			T SQUARE	
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.7771	3.3048	3.4628	3.7476	-.3143	.4429	t=-2.48	0.019	29.8
STD.DEV.	.6184	.8188	.6869	.8512	.7986	1.2572	F= 2.48	.019	20,34

X. Uses procedures which involve the student in the learning task.

	PRE		POST		DIFFERENCE			T SQUARE	
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.3857	2.8476	3.3114	3.2333	-.0743	.3857	t=-2.02	0.048	54
STD. DEV.	.7663	.8140	.7311	.7010	.7953	.8685	F= 1.19	.635	20,34

XI. Reinforces and encourages efforts of learners.

	PRE		POST		DIFFERENCE			T SQUARE	
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.4200	3.1952	3.6028	3.6381	.1829	.4429	t=-1.13	0.265	54
STD. DEV.	.5749	.7813	.7342	.5878	.8013	.8947	F= 1.25	.557	20,34

XII. Demonstrates a repertoire of teaching methods & techniques.

	PRE		POST		DIFFERENCE			T SQUARE	
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.3286	3.0190	3.2714	3.4952	-.0571	.4762	t=-2.80	0.007	54
STD. DEV.	.4992	.6809	.5874	.6313	.7110	.6495	F= 1.20	.681	34,20

XIII. Obtains and uses information about needs & progress of individual learners.

	PRE		POST		DIFFERENCE			T SQUARE	
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.0808	3.1229	2.6977	2.8005	-.3831	-.3224	t=-0.24	0.809	54
STD. DEV.	.8574	.4141	.8122	.6816	.9468	.8353	F= 1.28	.561	34,20

XIV. Obtains and uses information about effect of instruction.

	PRE		POST		DIFFERENCE			T SQUARE	
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.2251	3.1333	2.3337	2.5938	-.2914	-.5395	t=-1.27	0.209	54
STD. DEV.	.7768	.4378	.8968	.8390	1.0266	.9599	F= 1.14	.766	34,20

XV. Demonstrates an understanding of school subject being taught.

	PRE		POST		DIFFERENCE			T SQUARE	
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	3.2460	3.2871	2.9297	3.3024	-.3163	.0152	t=-1.43	0.158	54
STD. DEV.	.6195	.6036	.7559	.6320	.8525	.8145	F= 1.10	.848	34,20

XVI. Adjusts instruction to change in conditions. *N=19 not workshop; N=13 workshop

	PRE		POST		DIFFERENCE		T SQUARE	
	NO	YES	NO	YES	NO	YES	P	d.f.
MEAN	3.9863	3.6921	3.7763	4.2431	Insufficient Sample Size			
STD. DEV.	.5289	.8525	1.3614	1.5162	Insufficient Sample Size			

XVII. Manages classroom interactions.

	PRE		POST		DIFFERENCE			T SQUARE	
	NO	YES	NO	YES	NO	YES		P	d.f.
MEAN	4.5354	4.4648	4.2880	4.6229	-.2474	.1581	t=-2.71	0.009	54
STD. DEV.	.3010	.4212	.6244	.2587	.5988	.4290	F= 1.95	.118	34,20

DATA TABLE 4: PARTICIPANT EVALUATION

DIRECTIONS: We would appreciate your responses to the following questions. Please circle the appropriate answers. Also, please feel free to comment on any aspect of the project in the spaces provided at the bottom.

CIRCLE ONE: WORKSHOP PARTICIPANT 13 NON-WORKSHOP PARTICIPANT 16 NA 7

1. Did your participation in this project influence your teaching this year?

   (a) POSITIVELY 12 (b) NEGATIVELY 0 (c) NO EFFECT 23 NA 1

2. Were the two, 30 minute observations representative of your teaching this year?

   (a) YES 6 (b) SOMEWHAT 22 (c) NO 8

3. Did the orientation you received about this project adequately prepare and inform you? YES 24 NO 12

4. Were the pre-observation arrangements (scheduling, lesson plans, materials, etc) handled to your satisfaction? YES 33 NO 3

5. Were the SECT Staff members professional, courteous and pleasant? YES 36 NO 0

6. Did the inclusion of video recording in your observation effect what happened in your classroom?

   I. Your Behavior: (a) POSITIVELY 13 (b) NEGATIVELY 8 (c) NO EFFECT 15
   II. Students' Behavior (a) POSITIVELY 18 (b) NEGATIVELY 11 (c) NO EFFECT 7

7. Would you recommend the use of video recording as part of the data collection process? YES 24 NO 10 NA 2

8. How did you receive your Fall ratings? (a) IN PERSON 9 (b) BY MAIL 25 NA 2

   Did you find the feedback useful in this form? YES 17 NO 12 NA 3

   In person: YES 6 NO 3 By Mail: YES 16 NO 9

9. Do you think the ratings were a fairly accurate reflection of the observed situation? YES 21 NO 12 SOMETIMES 1 NA 2

10. Would you recommend similar participation in this study to other teachers? YES 23 NO 12 NA 1

    Please identify any other positive or negative aspects of this project or amplify from above: _____

    _____

    _____

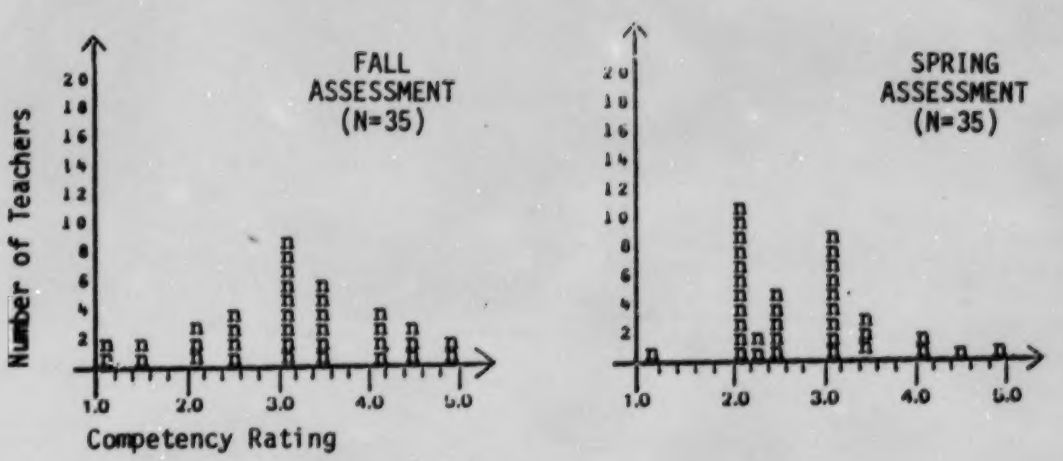
    So that we can anticipate printing needs, will you be requesting a copy of our Final Report? YES 42 NO

Thank you!

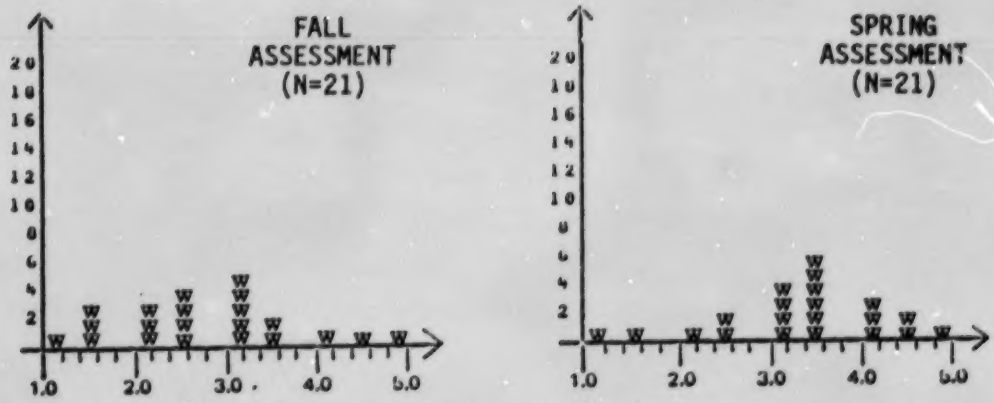
TABLE 5: WORKSHOP EFFECTIVENESS
TEACHER DISTRIBUTION OVER COMPETENCY RATINGS

Competency L Plans instruction to achieve selected objectives.

NON-WORKSHOP

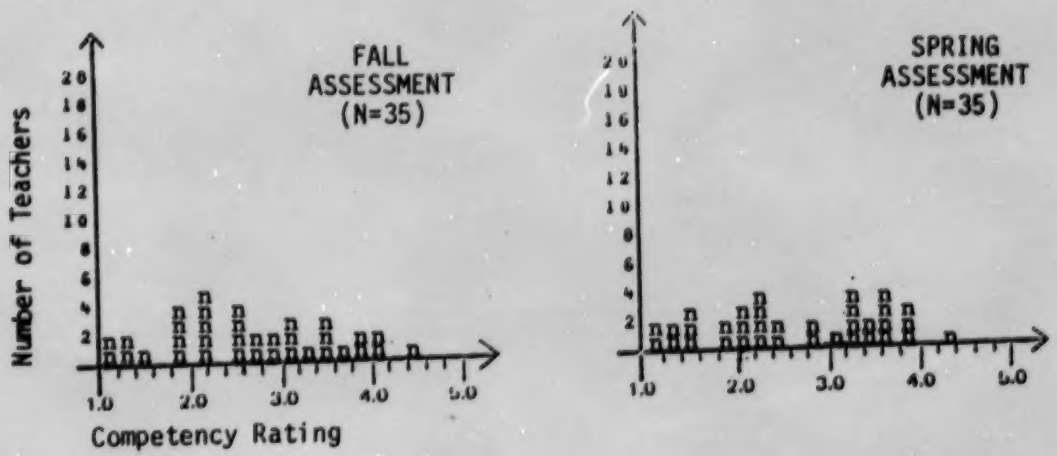


WORKSHOP

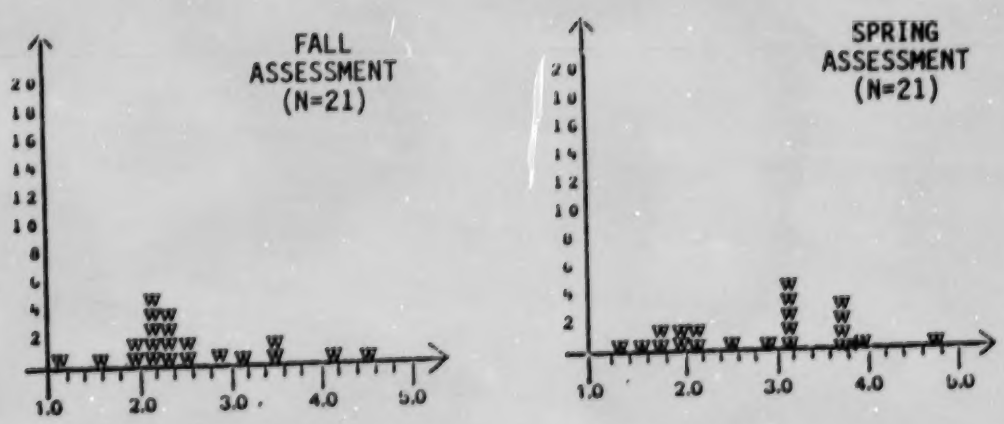


II. Organizes instruction to take into account individual differences among learners.

NON-WORKSHOP

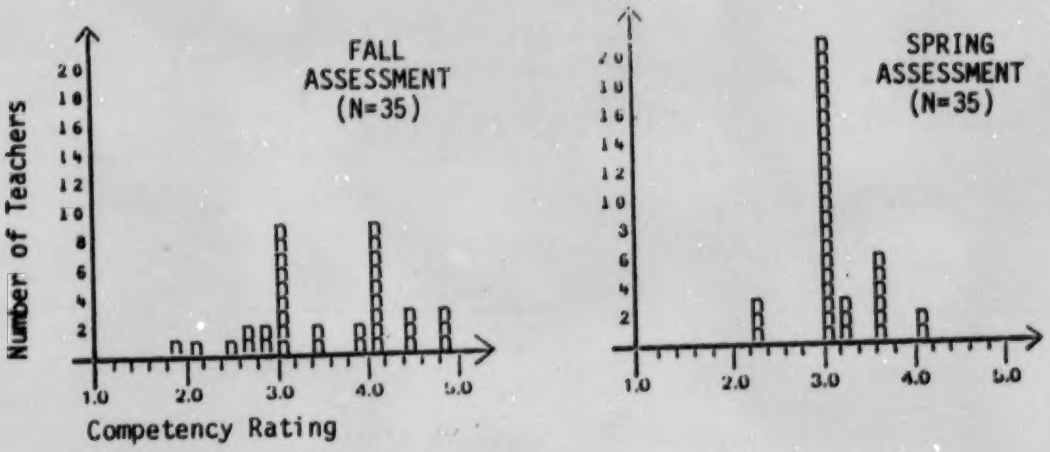


WORKSHOP

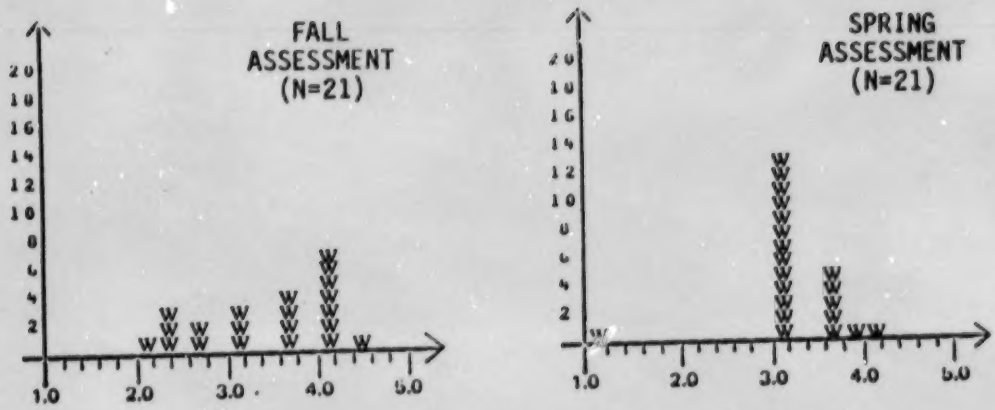


III. Refers learners with special problems to specialists.

NON-WORKSHOP

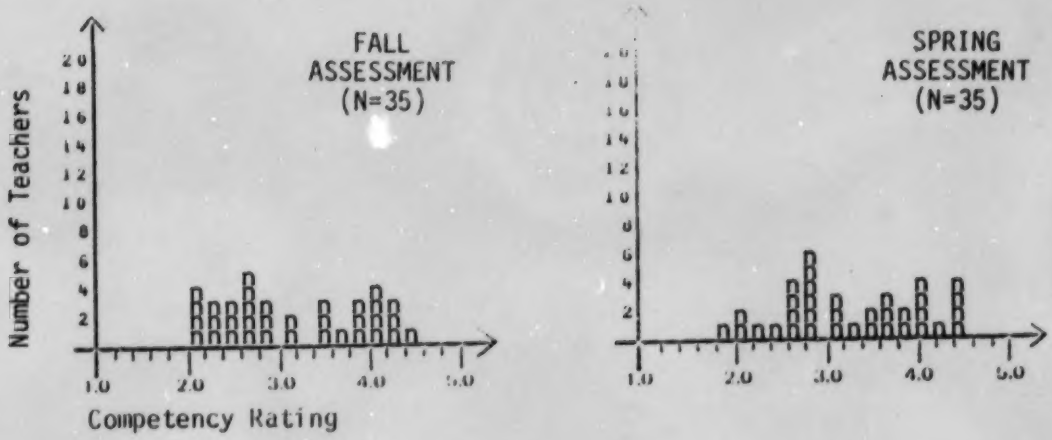


WORKSHOP

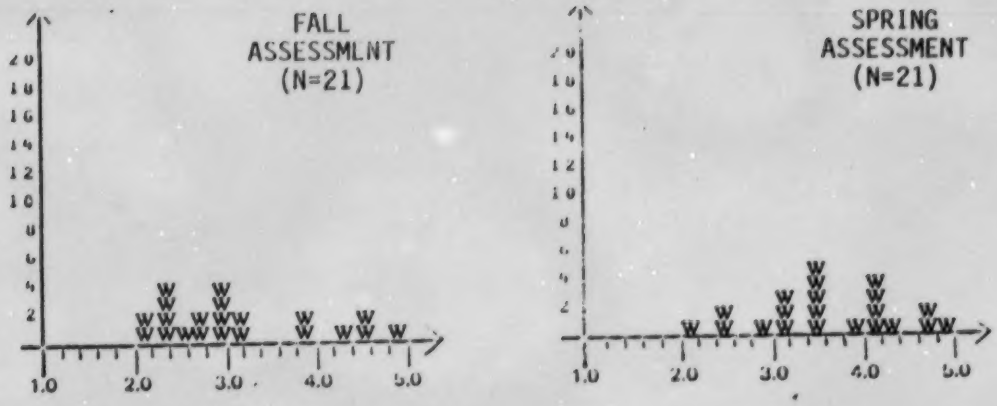


IV. Organizes time, space, material and equipment for instruction.

NON-WORKSHOP

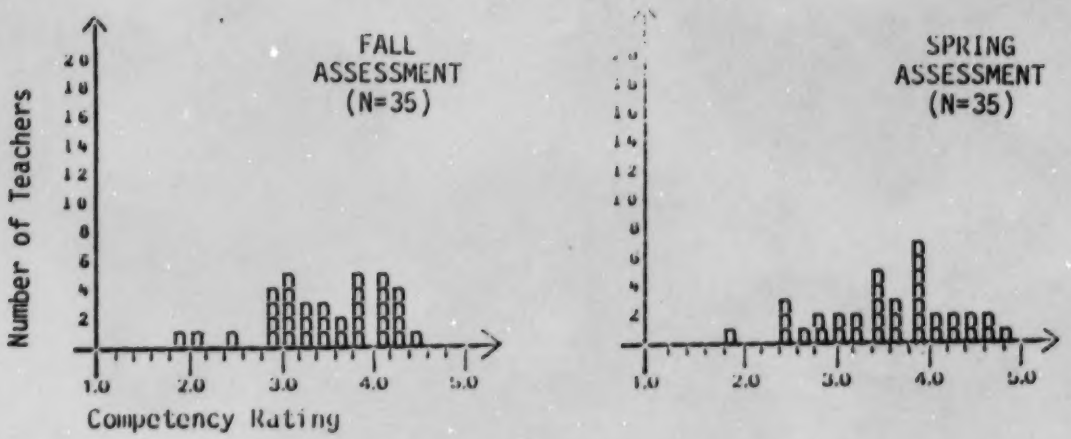


WORKSHOP

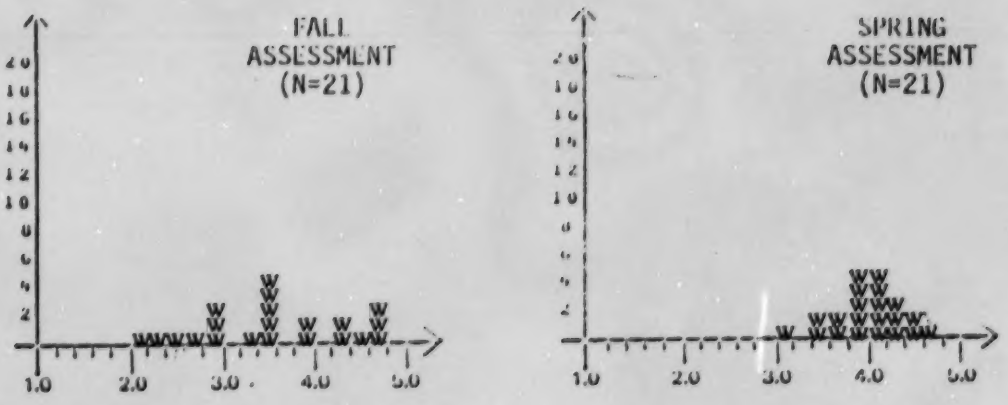


V. Helps learners develop positive concepts about themselves.

NON-WORKSHOP

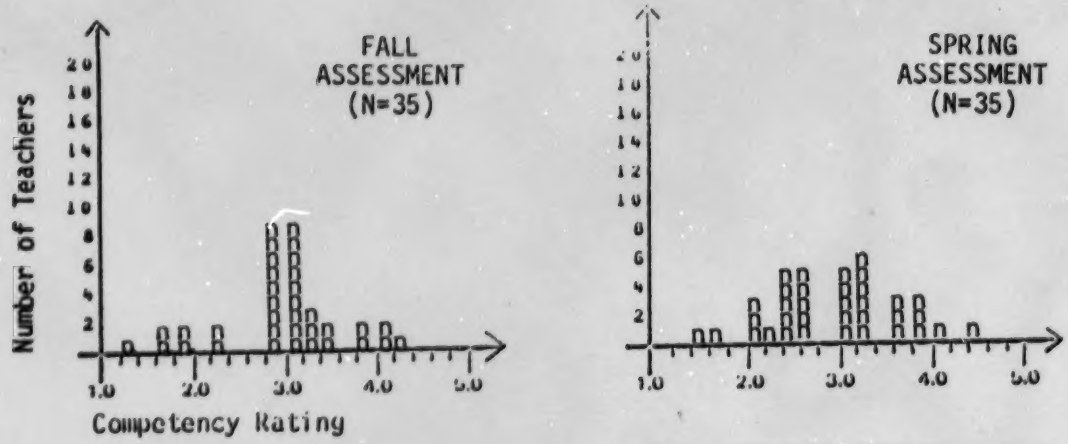


WORKSHOP

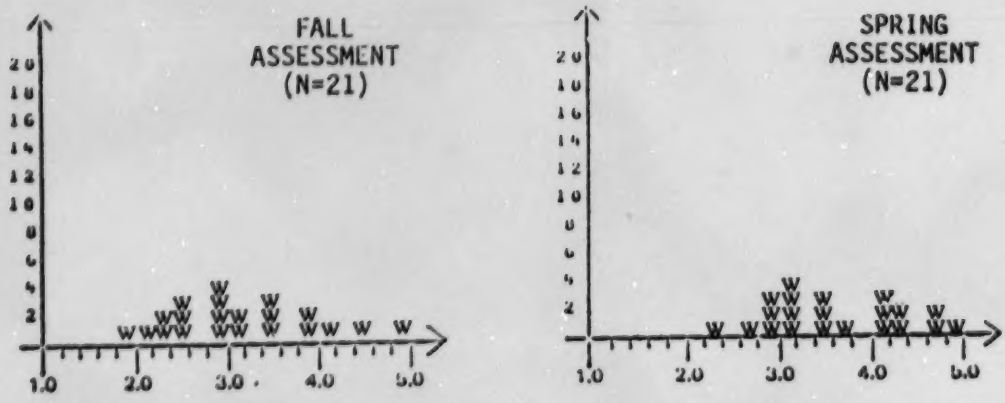


VI. Demonstrates enthusiasm for teaching and learning and subject taught.

NON-WORKSHOP

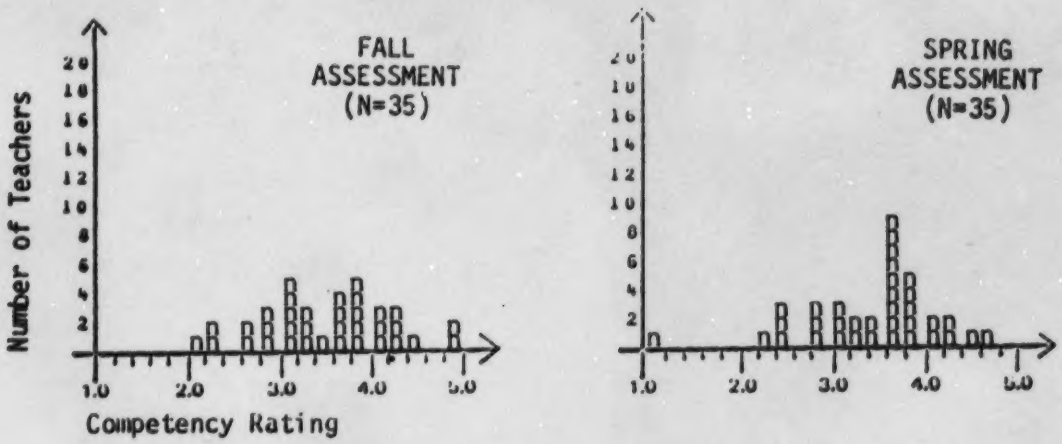


WORKSHOP

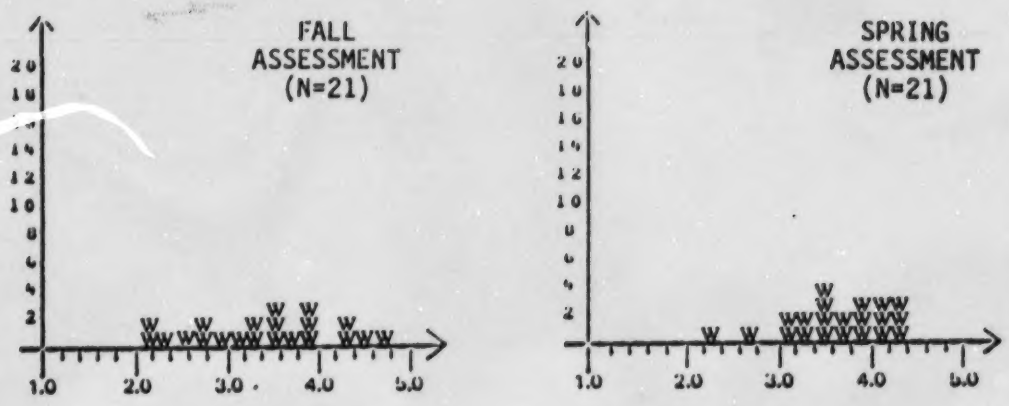


VII. Uses instructional techniques and methods related to objectives.

NON-WORKSHOP

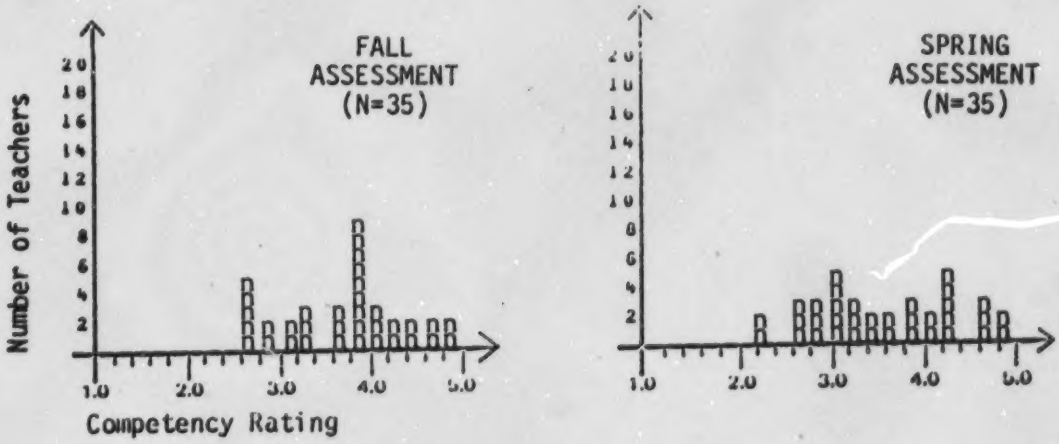


WORKSHOP

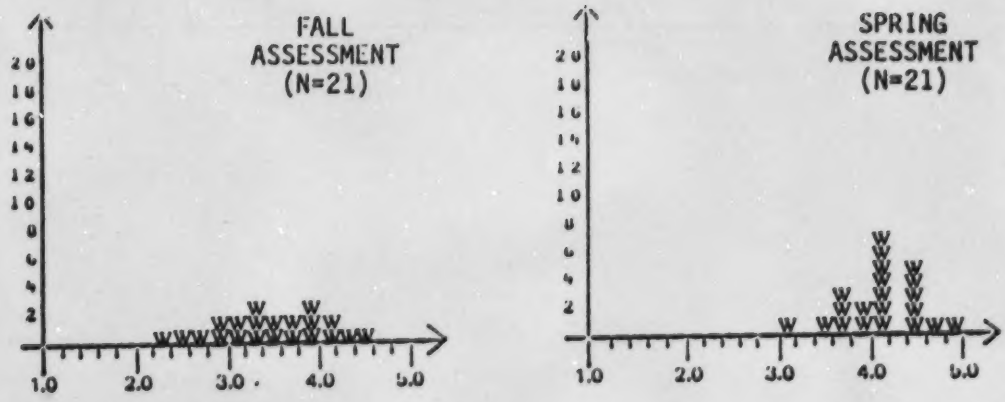


VIII. Communicates with learners both orally and in writing.

NON-WORKSHOP

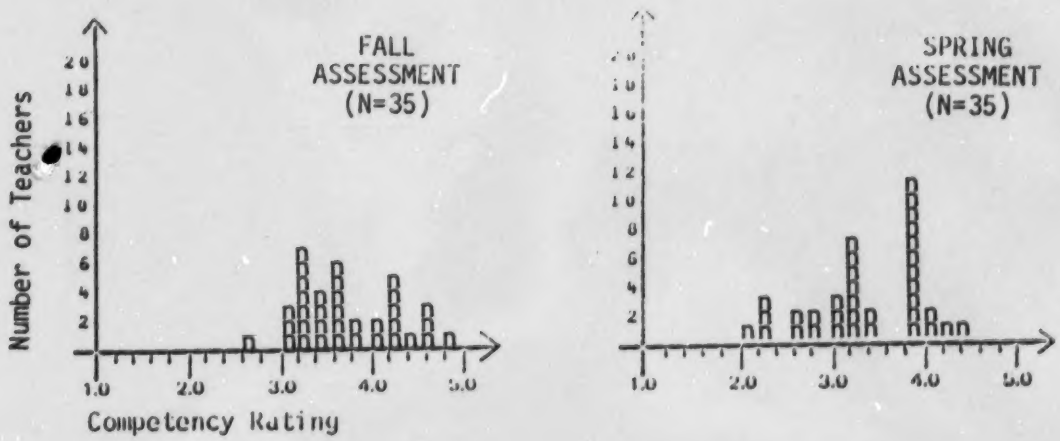


WORKSHOP

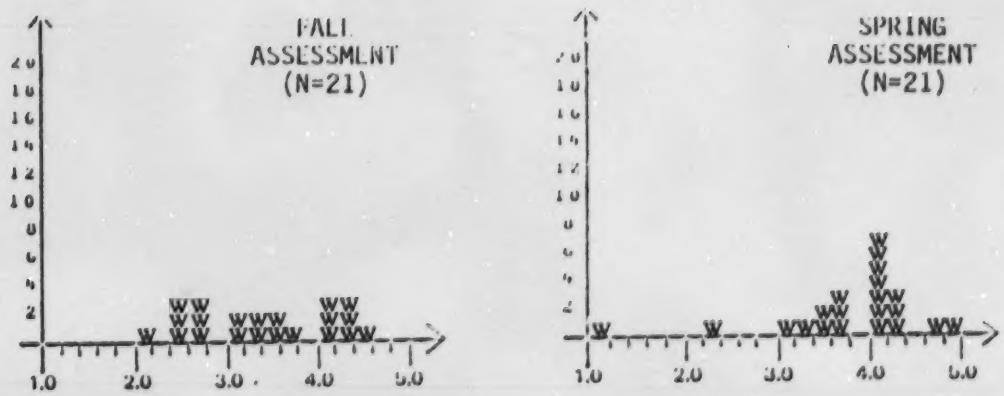


IX. Instructs with clarity.

NON-WORKSHOP

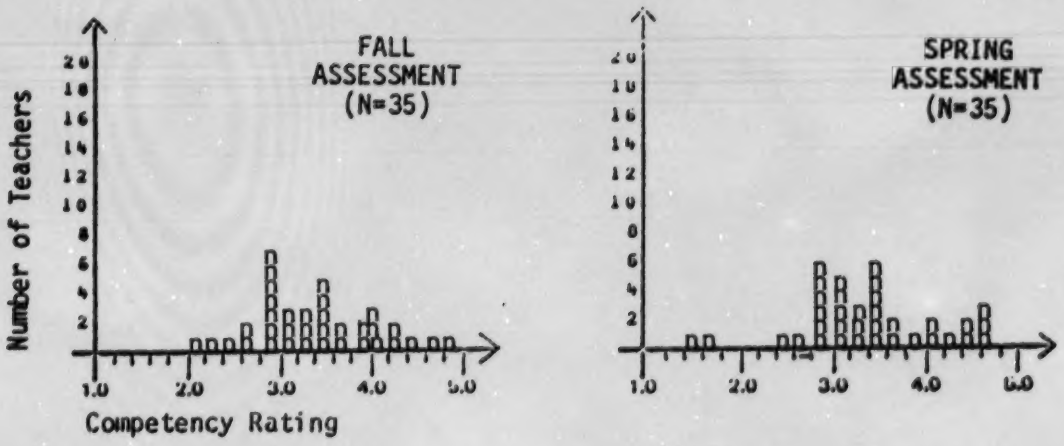


WORKSHOP

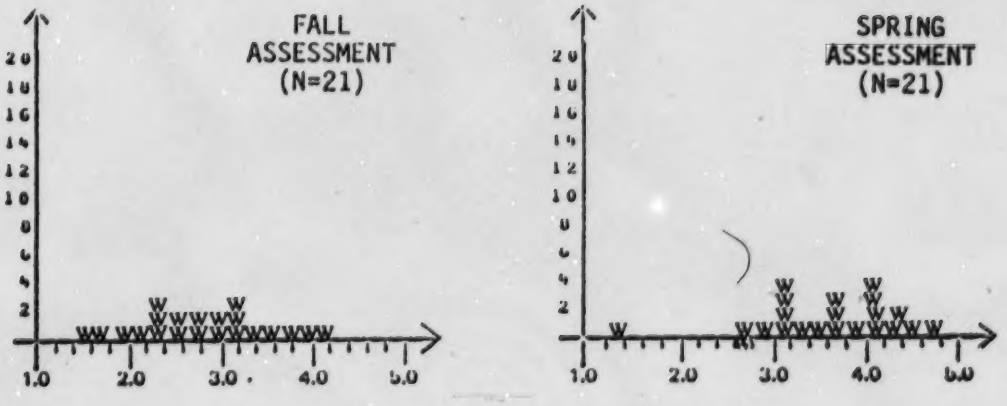


X. Uses procedures which involve the student in the learning task.

NON-WORKSHOP

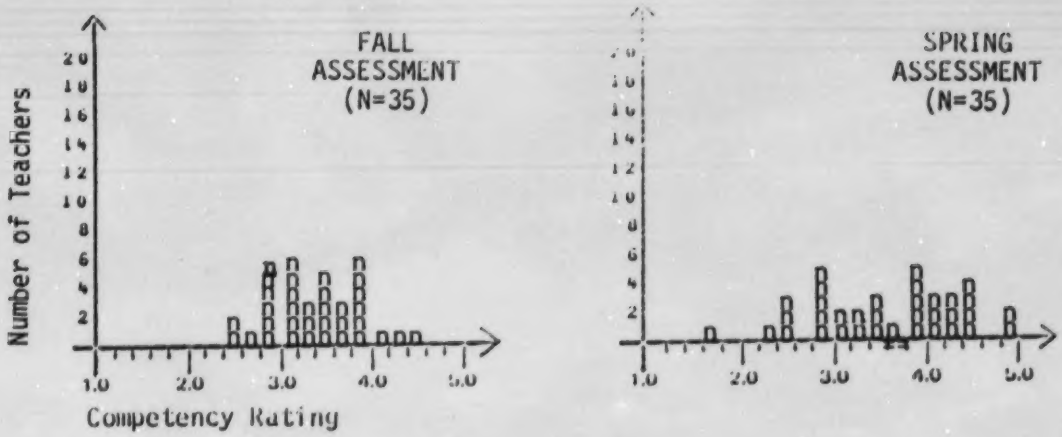


WORKSHOP

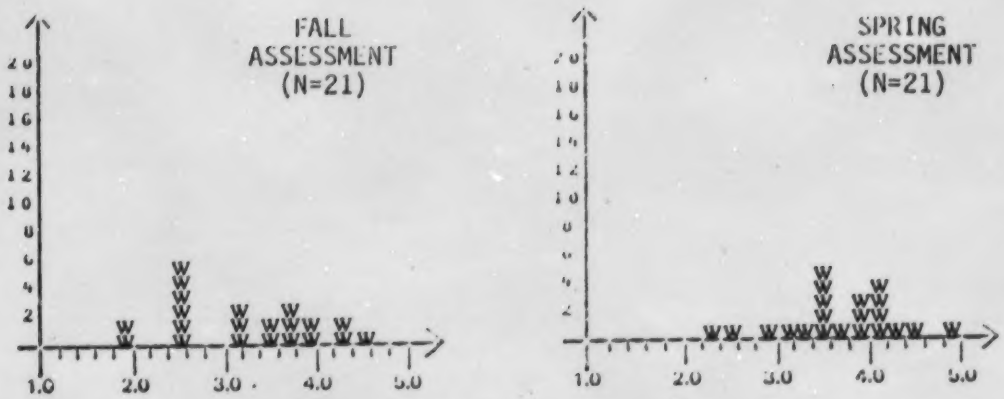


XI. Reinforces and encourages efforts of learners.

NON-WORKSHOP

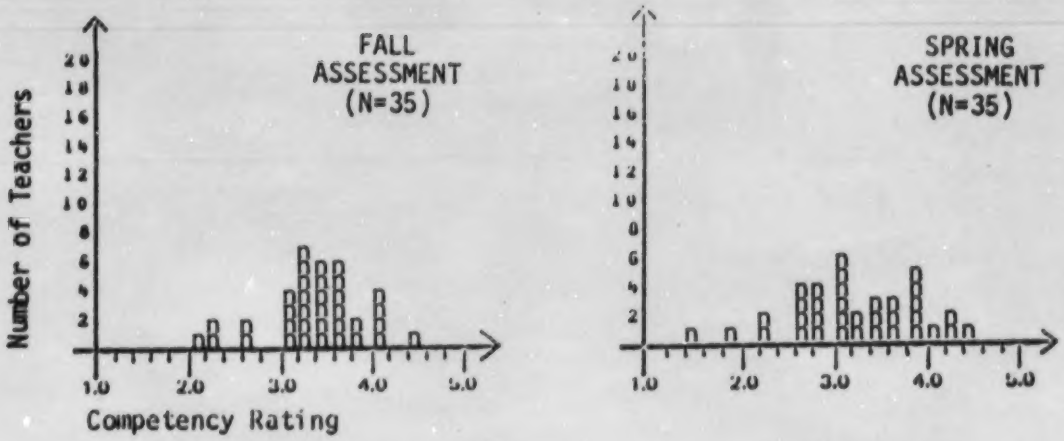


WORKSHOP

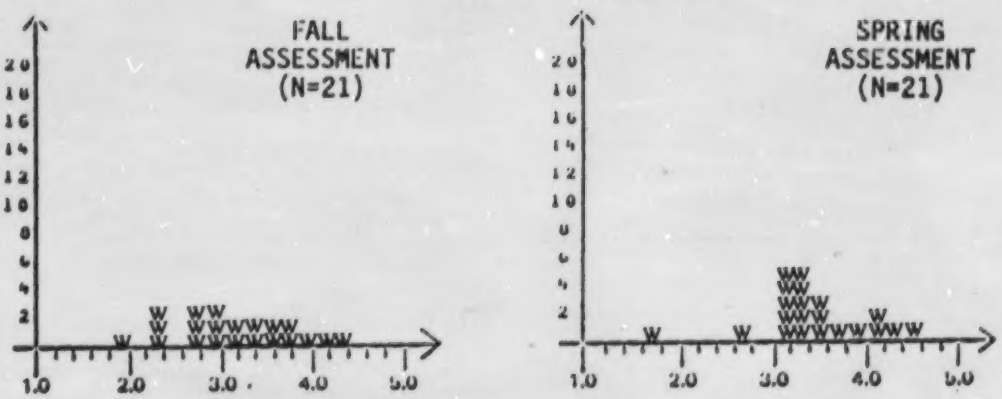


XII. Demonstrates a repertoire of teaching methods and techniques.

NON-WORKSHOP

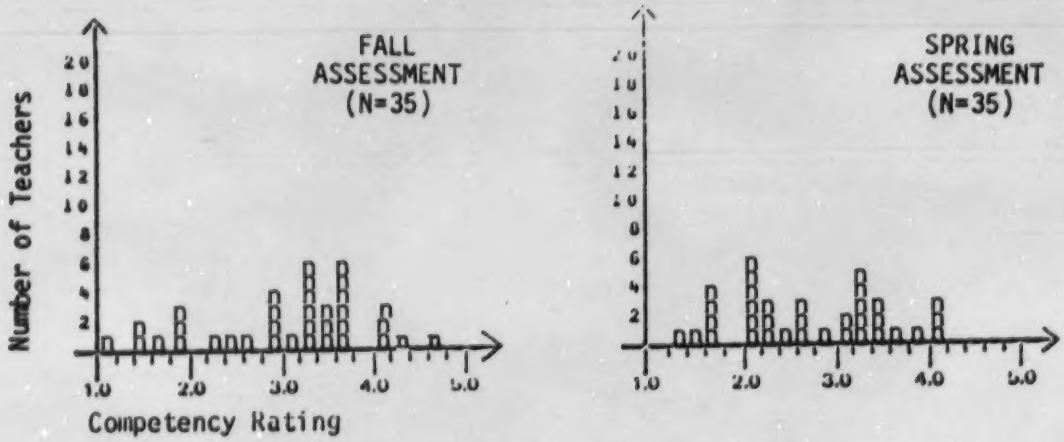


WORKSHOP

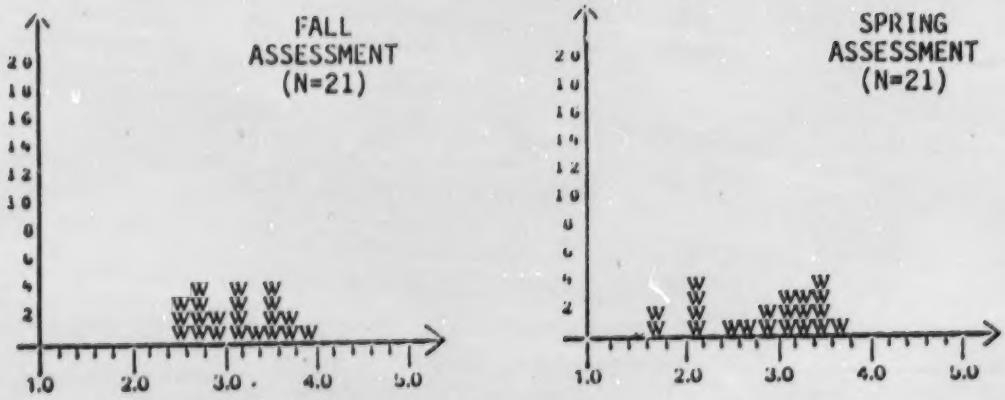


XIII. Obtains and uses information about needs and progress of individual learners.

NON-WORKSHOP

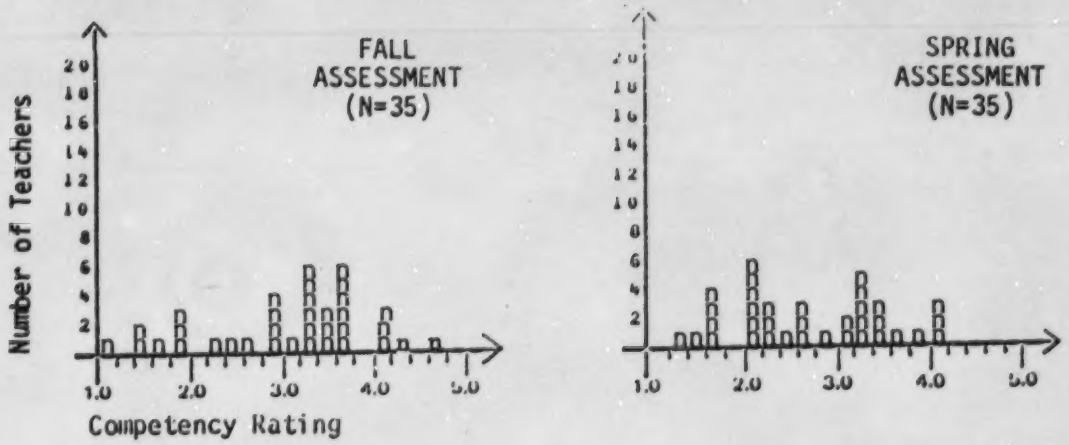


WORKSHOP

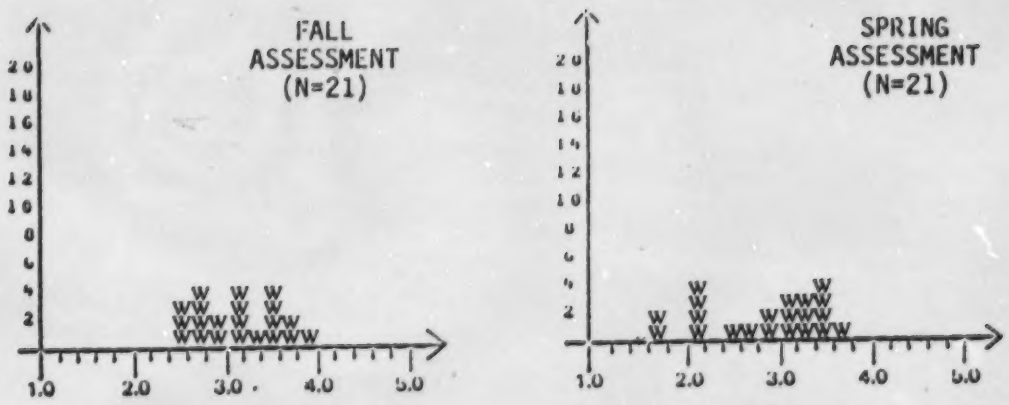


XIII. Obtains and uses information about needs and progress of individual learners.

NON-WORKSHOP

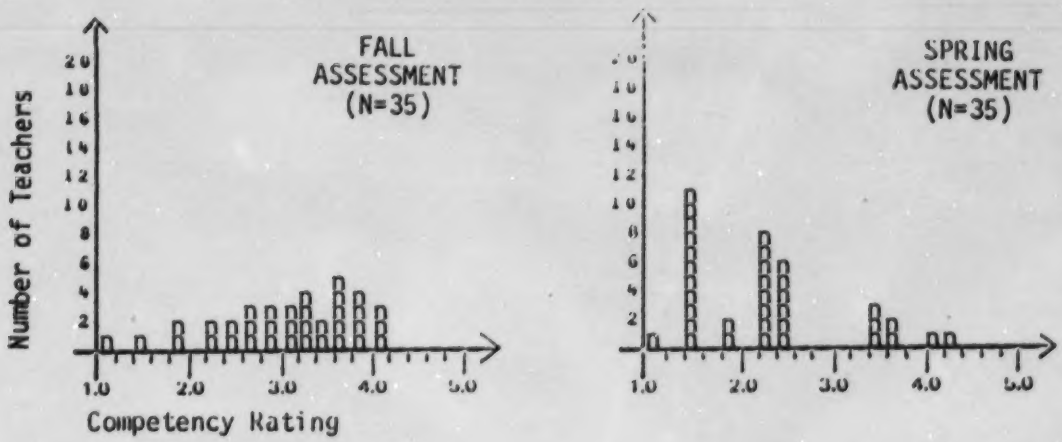


WORKSHOP

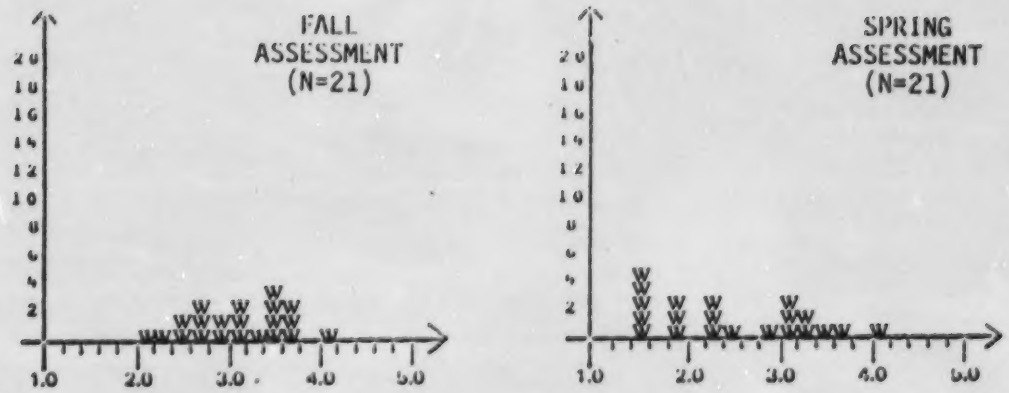


XIV. Obtains and uses information about effect of instruction.

NON-WORKSHOP

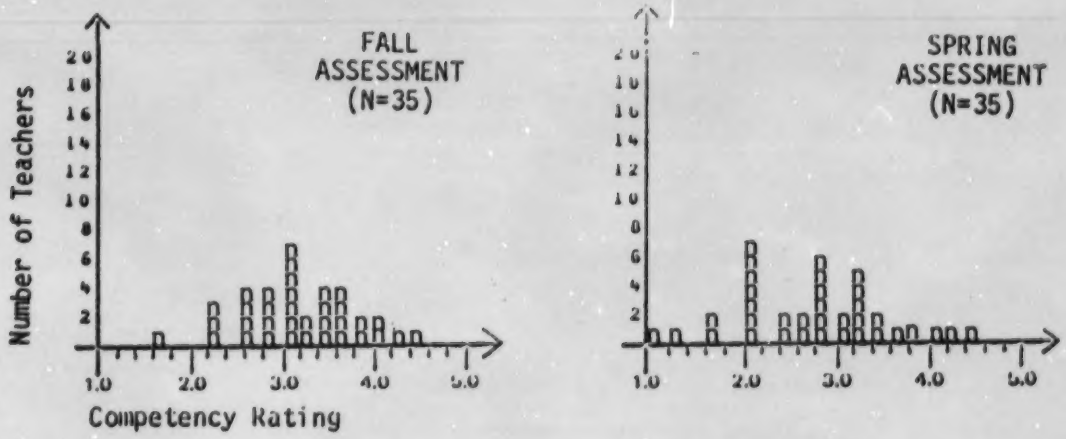


WORKSHOP

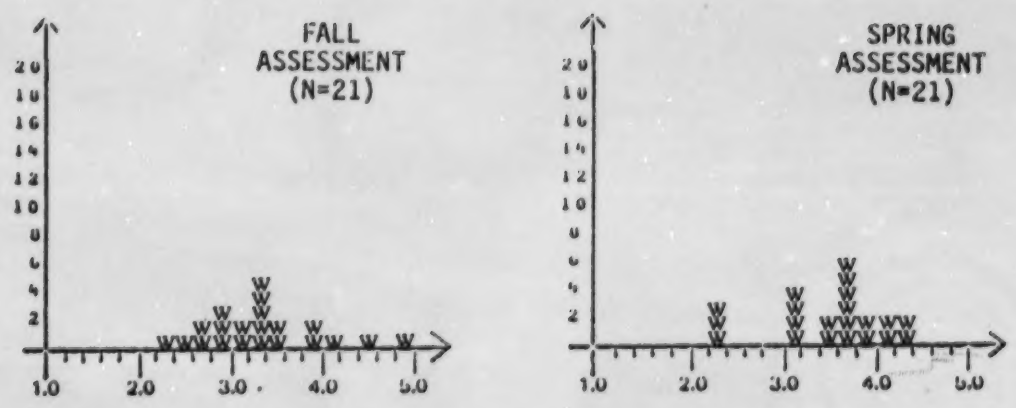


XV. Demonstrates an understanding of school subject being taught.

NON-WORKSHOP

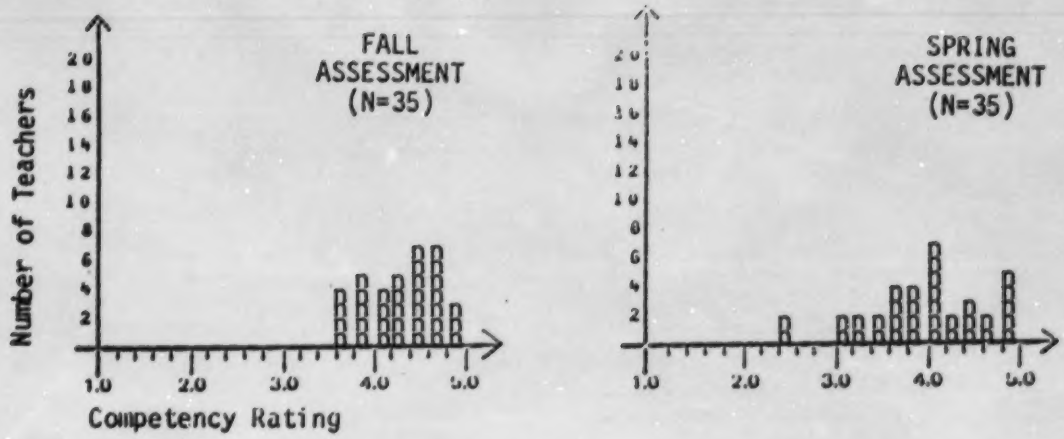


WORKSHOP

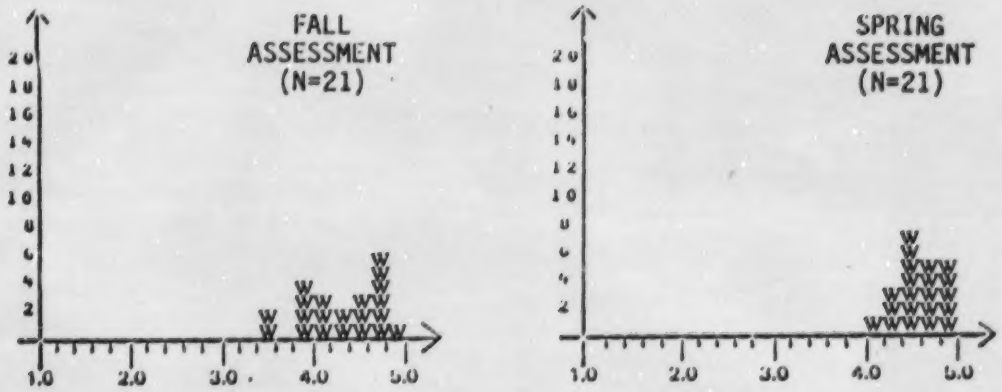


XVII. Manages classroom interactions

NON-WORKSHOP



WORKSHOP



SECT Assessment Instrument

Project SECT

ASSESSMENT
INSTRUMENT

Special Education Competencies for Teachers
2268 Adams Drive, N.W.
Atlanta, Georgia 30318
(404) 352-2697

Josef F. Stulac II
John Olive
Elizabeth Creagh
Debbie Pezeshkmehr
Suzanne Gerson

THE SECT ASSESSMENT INSTRUMENT

The Special Education Competencies for Teachers (SECT) Project has produced this manual to help teachers and administrators improve the quality of instruction in special education classes. The items included were taken from the Classroom Observation Scale (1977), a special education teacher competency assessment instrument, and from the Beginning Teacher Assessment Instrument (1977), designed to measure generic teaching competencies. Both of these instruments were field tested in a special education teacher population. Of the 313 individual items and data sources, the following 12 competencies and 49 indicator items withstood the scrutiny of field testing for validation.

This booklet identifies 12 performance competencies which are measured by the mean of ratings of from 2 to 6 indicator items. Each indicator item can be rated from 1 to 5 by selecting the descriptor which best describes the data collector's observation of the situation. When an accurate descriptor cannot be selected, the data collector should write in N/A (not applicable) and omit that item when computing the competency mean. The final page of this booklet is the recording form.

I. **COMPETENCY** (bold face)

A. INDICATOR ITEM (upper case)

1. Descriptor (lower case)

DIRECTIONS:

The special education teacher should meet with the data collector prior to the observation time. The teacher is given a copy of the SECT Assessment Instrument, questions are answered, and an appointment is made for the observation time. At least one day prior to the observation, a lesson plan should be given to the data collector for examination. After reviewing the lesson plan, the data collector will interview the teacher to clarify any teaching procedures to be observed. The classroom observation will last a minimum of 30 minutes. Afterwards, the teacher and the data collector will meet briefly to review the observation. Immediately after this meeting the data collector should rate the teacher by each item in the SECT instrument. A profile of competency rating means is then prepared and shared with the teacher. The use of this instrument over several observations may then provide the teacher and administrator with an objective assessment of teaching competency upon which to base prescriptions for staff development.

Classroom Observation Scale. Rick Kopp and Cindy Watlington; Metro-CESA: Atlanta, 1977.

Beginning Teacher Assessment Instrument. James R. Okey, Joe C. Long, William R. Capie; Charles E. Johnson; University of Georgia: Athens, 1977.

I. PLANS INSTRUCTION TO ACHIEVE SELECTED OBJECTIVES

A. SPECIFIES OR SELECTS TEACHING PROCEDURES

B. SPECIFIES OR SELECTS CONTENT, MATERIALS, *AND MEDIA*

I. A. SPECIFIES OR SELECTS TEACHING PROCEDURES FOR LESSONS

1. Plans do not specify teaching procedures.

2. Teaching procedures are specified for lessons but many of them seem inappropriate for objectives or learners.

3. Teaching procedures are referenced to the objectives to be covered. With only a few exceptions, the procedures are appropriate for objectives or learners.

4. Teaching procedures have been specified and are referenced to the objectives. All procedures are appropriate for the objectives and the learners.

5. In addition to the information in #4, a variety of appropriate procedures ranging from teacher-centered to learner - centered approaches are described.

I. B. SPECIFIES OR SELECTS CONTENT, MATERIALS, AND MEDIA FOR LESSONS

1. No plans for using content, materials, and media have been made.

2. The plans indicate the content, materials, and media to be used but they are not referenced to learning activities. Many pertinent resources that are available are not used.

3. The content, materials, and media for each lesson are referenced to each learning activity. Most resources that are available and pertinent to the lesson are used.

4. The content, materials, and media for each lesson are referenced to each learning activity. Full use is made of available resources.

5. In addition to the information in #4, the plans include an imaginative use of available resources or original resources prepared by the teacher.

II. ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS

A. INDIVIDUALIZING INSTRUCTION: REFERS TO THE TEACHER'S ABILITY TO MATCH THE DIFFICULTY LEVEL OF WORK WITH STUDENT'S ABILITY LEVEL SO THAT IT COINCIDES WITH THE STUDENTS ABILITY TO PARTICIPATE EFFECTIVELY IN THE ACTIVITY

B. ACCOUNTS FOR DIFFERENCES IN CAPABILITIES

C. ACCOUNTS FOR DIFFERENCES IN LEARNING STYLES

D. ACCOUNTS FOR DIFFERENCES IN RATES OF LEARNING

II. A. INDIVIDUALIZES INSTRUCTION TO MATCH THE DIFFICULTY LEVEL OF WORK WITH STUDENT'S ABILITY LEVEL

1. The entire class is taught the same lesson at the same time. All students are assumed to have similar abilities, are given the same instructions and judged on a group standard.

2. Students are divided into groups but the range of ability seems too great to meet individual needs.

3. Some recognition of individual needs is present in assigning work or grouping, but is done inconsistently.

4. Students are divided into groups but not to the extent that meeting individual needs is a predominant concern in the classroom.

5. Learning tasks seem designed to match the interest and abilities of individual students. Independent work or individuals working alone or in small groups is predominant within the classroom.

II. B. ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT DIFFERENCES AMONG LEARNERS CAPABILITIES

Ratings	Descriptors
1. No descriptor is evident.	a. Present instruction is based on an assessment of past performance or ability.
2. One descriptor is evident.	
3. Two descriptors are evident.	b. Assignments for learners are differentiated according to ability.
4. Three descriptors are evident.	
5. Four descriptors are evident.	c. Materials compatible with the range of learner abilities are available to achieve a given objective.
	d. Remedial or enrichment activities are available for the unit.

II. C. ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT DIFFERENCES AMONG LEARNERS IN THEIR LEARNING STYLES

Ratings

1. No descriptor is evident.
2. One descriptor is evident.
3. Two descriptors are evident.
4. Three descriptors are evident.
5. Four descriptors are evident.

Descriptors

a. Alternative resources are available for achieving a given objective.

b. Alternative means (group structure or teacher presentation method) are available for achieving a given objective.

c. Learners are given options in responding to a given assignment (e.g., writing, drawing, or verbalizing).

d. Learners are matched with resources and procedures based on previous performance or consultation with the teacher.

II. D. ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT DIFFERENCES AMONG LEARNERS IN THEIR RATES OF LEARNING

Ratings

1. No descriptor is evident.
2. One descriptor is evident.
3. Two descriptors are evident.
4. Three descriptors are evident.
5. Four descriptors are evident.

Descriptors

a. Learners may work at their own rates for some of the objectives some of the time.

b. Special assistance (e.g., teacher or peer tutoring) is available for slow learners.

c. Fast learners are allowed to work on topic-related enrichment activities some of the time.

d. Objectives are divided between those that all learners should achieve and enrichment objectives that are desirable but not essential.

III. REFERS LEARNERS WITH SPECIAL PROBLEMS TO SPECIALISTS

A. IDENTIFIES LEARNERS THAT NEED ASSISTANCE

B. OBTAINS ASSISTANCE FROM CO-WORKERS

III. A. IDENTIFIES LEARNERS WHO REQUIRE THE ASSISTANCE OF SPECIALISTS

1. The teacher does not seem to be aware of learner problems which might require the assistance of specialists (e.g., a counselor, psychologist, or medical assistant).

2. The teacher has identified learners who require the assistance of specialists but has made no effort to refer the learner to or discuss the problem with a specialist.

3. The teacher has identified learners who require the assistance of specialists and has made the proper referrals.

4. In addition to the items in #3, the teacher has sought or discussed the results of the referral with specialists in an attempt to establish the teacher's role in assisting the learner.

5. In addition to the items in #4, there is evidence that the teacher has attempted to fulfill this role.

III. B. OBTAINS INFORMATION ABOUT AND ASSISTANCE WITH LEARNERS FROM CO-WORKERS AND PARENTS

1. There is no evidence that information about or assistance with learners has been obtained.

2. Specific problems with learners have been identified where outside help is needed. Discussions with co-workers or parents have been held. No action has been taken.

3. Information about and assistance with specific learner problems have been used in the classroom.

4. The teacher has helped organize and has participated in staff or parent conferences to consider learner problems. Actions based on these meetings have been taken.

5. In addition to the items in #4, the teacher routinely informs parents of the progress of learners or provides guidance on how the home can assist the school.

IV. ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT FOR INSTRUCTION

A. CLASSROOM ARRANGEMENT: REFERS TO THE TYPE OF VARIETIES OF SEATING ARRANGEMENTS THE TEACHER HAS IN HER CLASSROOM.

B. ORGANIZES MATERIALS EFFICIENTLY

C. PROVIDES A SAFE AND ORDERLY ENVIRONMENT

D. STUDENT MOBILITY: REFERS TO THE TEACHER'S ABILITY TO ORGANIZE AND SUPERVISE STUDENT MOVEMENT WITHIN THE CLASSROOM. IT INCLUDES THE TEACHER'S ABILITY TO STIMULATE STUDENTS TO BE INVOLVED IN PURPOSEFUL LEARNING ACTIVITIES.

IV. A. ARRANGES CLASSROOM USING DIFFERENT GROUPINGS

1. The teacher requires pupils to be seated in mass audience arrangement.

2. Teacher allows small changes in setting with limited group interaction but always under his/her direct supervision.

3. Teacher allows students to change places but does not change the room to adapt to these changes.

4. Teacher allows different arrangements in the classroom and children move to different settings if there is an apparent need to work together.

5. The teacher encourages pupils to work in small functional groups by means of physical arrangements of the room such as tables, rugs, desk groupings, etc. There are different physical groupings obvious in the room.

IV. B. ORGANIZES MATERIALS FOR EFFICIENT USE BY LEARNERS

1. Materials essential to the lesson are not in hand.

2. Finding some materials causes a delay in instruction.

3. Necessary materials are available for efficient distribution to learners.

4. No problems with the organization or distribution of materials are observed.

5. In addition to #4, learners are acquainted with the materials system in the classroom and can accommodate themselves in most instances.

IV. C. PROVIDES A LEARNING ENVIRONMENT THAT IS ATTRACTIVE AND ORDERLY

1. Organization of furniture and materials is haphazard. Dirt and litter are evident.

2. The classroom area is clean but disorganized.

3. Furniture and materials are neat and orderly. Plants, animals, displays, posters, or bulletin boards make the room seem attractive.

4. In addition to the items in #3, bulletin boards and displays are used for current information, instruction, or recognition of learners.

5. In addition to the items in #4, learners participate in maintaining orderly materials, preparing decorative and instructional displays, or monitoring safety.

IV. D. ORGANIZES AND SUPERVISES STUDENT MOBILITY WITHIN THE CLASSROOM

1. Students are not allowed to leave their seats. Students cannot chose where in the classroom they can work.

2. Students move about classroom only with permission of teacher.

3. Students move around the room to places other than their assigned seats, but only at specified times during the class period and to specified areas of the room.

4. Students move about the room freely but only at specified times during the class period.

5. Students move freely around the room and are allowed to work at places other than their assigned seats. Students sit on the floor or other non-desk areas.

V. HELPS LEARNERS DEVELOP POSITIVE CONCEPTS OF THEMSELVES

A. WARMTH: REFERS TO THE AMOUNT OF STUDENT-TEACHER CONTACT IN THE AREAS OF LANGUAGE, BODY CONTACT AND BODY LANGUAGE.

B. DEMONSTRATES WARMTH AND FRIENDLINESS

C. SENSITIVE TO NEEDS AND FEELINGS

D. REACTION TO EMOTIONS: REFERS TO THE AMOUNT OF ACCEPTANCE TEACHER EXPRESSES FOR INDIVIDUALS AS WELL AS GROUPS. IT INCLUDES THE DEGREE TO WHICH A TEACHER CAN COMMUNICATE FEELINGS OF EMPATHY AND UNDERSTANDING TO THE STUDENTS.

E. EQUITY: REFERS TO A TEACHER'S ABILITY TO EQUALLY DIVIDE TIME AND ATTENTION AMONG STUDENTS.

F. PROVIDES OPPORTUNITY FOR SUCCESS

V. A. WARMTH OF STUDENT-TEACHER INTERACTIONS

1. The teacher has an air of coldness. There is a lack of affection or warm feelings. The teacher does not encourage freedom of expression. ("cold")

2. Teacher nods as a communication of approval. (S)he, rarely, if ever, uses physical contact. ("distant")

3. Teacher responds to students when approached by students in a controlled manner. Responds in a physical manner only when students have responded in a way (s)he approves. ("polite")

4. Teacher interacts with pupils in a friendly manner. The teacher responds to student questions with eye contact and smiling. Teacher responds spontaneously in a positive manner. ("friendly")

5. Teacher seeks contact with students, talks informally with them. The teacher may use affectionate words with children and/or touch them. The teacher smiles and has a pleasant look on her face. ("warm"; a "pal")

V. B. DEMONSTRATES WARMTH AND FRIENDLINESS

Ratings	Descriptors
1. No descriptor is evident.	a. Seeks information about the interests or opinions of learners.
2. One descriptor is evident.	b. Smiles at learners or laughs or jokes with them.
3. Two descriptors are evident.	c. Maintains close contact with learners by sitting or standing near them.
4. Three descriptors are evident.	d. Uses names of learners when addressing them.
5. Four descriptors are evident.	

V. C. DEMONSTRATES SENSITIVITY TO THE NEEDS AND FEELINGS OF LEARNERS

Ratings	Descriptors
1. No descriptor is evident.	a. Provides an opportunity for learners to express their needs or feelings.
2. One descriptor is evident.	b. Listens to or accepts ideas from learners.
3. Two descriptors are evident.	c. Gives learners individual help or attention.
4. Three descriptors are evident.	d. Is courteous when dealing with learners.
5. Four descriptors are evident.	

V. D. REACTS TO EMOTIONS, EXPRESSES ACCEPTANCE

1. Teacher shows no concern for students' needs or feelings. Criticism to the effect that students "ought to know better". Teacher ignores or refuses to talk about feelings. Teacher pushes students to point that they feel nervous or uncomfortable. (Rejects expression of emotions)

2. Teacher dislikes students showing their emotions, only making allowances for student differences and emotions in emergency situations. (S)he will not discuss personal problems in classrooms. (Suppresses expression of emotions)

3. Teacher shows concern for students' emotion and behavior when (s)he wants to change a behavior. There is no student involvement. (Tolerates expression of emotions)

4. Teacher accepts individuality and emotional concerns among students and reacts positively toward their expression. (Accepts expression of emotions)

5. Constructive reactions (overt, verbal, non-verbal) to students' feelings and attitudes. Teacher is aware of students' emotional needs and adjusts his/her behavior to accommodate them. Teacher takes time to discuss or explore students' feelings and provides learning experiences to help children gain and use acceptance. (Encourages expression of emotions)

V. E. EQUITY OF TIME AND ATTENTION GIVEN TO STUDENTS

1. Teacher exhibits different reactions to different students who exhibit like behavior. Teacher tends to show partiality (both positive and negative).

2. Teacher tends to focus most time on children at opposite ends of the behavior scale, those exhibiting either mostly positive or negative behavior. Most average students get little attention.

3. Although the teacher tends to overlook the average student, focusing too much attention on children with negative behavior or on children who excel, occasional attempts are made at redistributing attention.

4. Teacher treats the majority of students equally, occasionally overlooking some.

5. Teacher sincerely tries to treat students equally. Teacher attempts to divide time and attention fairly among all students. Teacher sees each child as an individual and does not show partiality.

V. F. PROVIDES LEARNERS WITH OPPORTUNITY FOR SUCCESS

Ratings	Descriptors
1. No descriptor is evident.	a. The teacher schedules assignments so that learners are able to master one task before going on to the next.
2. One descriptor is evident.	b. Instructional techniques are used that encourage participation of all learners.
3. Two descriptors are evident.	c. The teacher provides help for learners by personally assisting them, using peer or parent tutors, using alternative materials.
4. Three descriptors are evident.	d. Assigns tasks suited to the ability of the learners, or allows additional time for learners to complete assignments.
5. Four descriptors are evident.	

VI. DEMONSTRATES ENTHUSIASM FOR TEACHING AND LEARNING AND FOR THE SUBJECT BEING TAUGHT

A. COMMUNICATES PERSONAL ENTHUSIASM

B. SHOWS INTEREST IN LEARNERS AND THE SUBJECT

C. ENTHUSIASM: REFERS TO THE ENTHUSIASM OR INTEREST LEVEL EXPRESSED BY THE TEACHER DURING CLASS ACTIVITIES. IT INCLUDES INVOLVEMENT WITH STUDENTS AND INTEREST IN THEIR PARTICIPATION AND PERFORMANCE.

D. CLASSROOM CONVIVIALITY: REFERS TO THE ABILITY OF THE TEACHER TO ESTABLISH A POSITIVE, RELAXED, AND STIMULATING ENVIRONMENT CONDUCIVE TO LEARNING AND PERSONAL WELL-BEING.

VI. A. COMMUNICATES PERSONAL ENTHUSIASM

Ratings	Descriptors
1. No descriptor is evident.	a. Uses facial expressions to indicate pleasure, concern, interest, etc.
2. One descriptor is evident.	
3. Two descriptors are evident.	b. Uses voice inflections to stress points of interest and importance.
4. Three descriptors are evident.	
5. Four descriptors are evident.	c. Moves freely about the room or among the students.
	d. Uses a variety of gestures (head, arms, etc.) to accentuate points.

VI. B. COMMUNICATES WITH LEARNERS IN A WAY THAT CONVEYS INTEREST IN THEM AND THE SUBJECT

Ratings	Descriptors
1. No descriptor is evident.	a. Encourages learners to share ideas or experiences related to the topic.
2. One descriptor is evident.	
3. Two descriptors are evident.	b. Provides personal examples or experiences related to the topic.
4. Three descriptors are evident.	
5. Four descriptors are evident.	c. Incorporates ideas of learners into lessons.
	d. Describes, or reminds learners of the importance of the topic.

VI. C. EXPRESSES ENTHUSIASM OR HIGH INTEREST LEVEL

1. This teacher does not seem to care about what (s)he is teaching. His/her voice is generally monotonic and (s)he seems to be apathetic or bored. This teacher usually remains stationary in the classroom. (S)he uses few gestures and has little eye contact with the students. ("apathetic")

2. This teacher is dry; (s)he sticks strictly to the facts. His/her attention is focused principally on the blackboard or the materials rather than on the students. The teacher uses little voice modulation or eye contact. ("boring)

3. This teacher is poised and controlled. (S)he wants students to learn but presentation lacks sparkle. ("controlled")

4. This teacher is interesting and confident. (S)he demonstrates an earnest desire for students to grasp the material. His/her presentation is attractive. ("interesting")

5. This teacher is dynamic and stimulating. (S)he uses expressiveness and variety in tone of voice and eye contact. (S)he includes facts or ideas which stimulate interest. His/her teaching behavior captures the attention of and excites the students. ("stimulating")

VI. D. ESTABLISHES A CONVIVIAL CLASSROOM ATMOSPHERE

1. Rigidity of classroom interaction. Unfriendly atmosphere within classroom. Hostile feelings exist between the teacher and students and between students and students. There is evidence of negativity. (Atmosphere: hostile)

2. The teacher is formal and distant with students. Teacher seems insensitive to student feelings or needs. Some rigidity in the classroom. (Atmosphere: formal and rigid)

3. Teacher seems to care for students even though not always aware of their feelings. (Atmosphere: businesslike)

4. The teacher, though jovial and friendly, interacts mostly with the group, with few specific individual interactions. The teacher is more supportive than critical and generally responds to the students. (Atmosphere: responsive)

5. Good feelings and friendship between teacher and student, students and students. The atmosphere is tension-free. The teacher and students accept and like each other. (Atmosphere: friendly)

VII. USES INSTRUCTIONAL TECHNIQUES, METHODS, AND MEDIA RELATED TO THE OBJECTIVES

A. USES AV AND OTHER EQUIPMENT

B. MATERIALS APPROPRIATE FOR OBJECTIVES

C. LEARNERS APPLY WHAT THEY LEARN

D. PACING LEARNING TASKS: REFERS TO THE ABILITY TO REGULATE THE RATE OF PRESENTATION SO THAT IT COINCIDES WITH THE SCHEDULE.

E. INDIVIDUALIZED EVALUATION: REFERS TO THE TEACHER'S EVALUATION OF THE INDIVIDUAL'S CONTRIBUTION OR RESPONSE.

VII. A. USES AUDIOVISUAL AND OTHER INSTRUCTIONAL EQUIPMENT

1. Audiovisual (e.g., projectors) or other (e.g., duplicator, transparency maker) equipment that is available and appropriate is not used.

2. Occasionally uses available equipment. Has trouble with it when doing so. Media presentations or prepared materials do not always fit planned lessons.

3. Usually uses audiovisual equipment at appropriate times in lessons. Shows evidence of mastering the operation of most equipment.

4. Highly skillful use of audiovisual equipment at appropriate times. Media presented blend smoothly with other kinds of instruction.

5. In addition to the items in #4, the teacher shows evidence of skillfully preparing original materials for use with audiovisual or other equipment.

VII. B. USES INSTRUCTIONAL MATERIALS THAT PROVIDE APPROPRIATE PRACTICE ON OBJECTIVES

1. Materials chosen are irrelevant to the topic or objectives.

2. Materials chosen are related to the topics being studied but not to the objectives.

3. Most materials chosen provide for practice on specific objectives. Some of the practice may be insufficient in quantity to achieve the objectives.

4. Materials chosen are relevant to the objectives. Learners are given ample opportunity to practice and achieve the objectives.

5. In addition to the items in #4, the teacher uses formal or informal progress assessment techniques to determine whether the practice individual learners receive is sufficient.

VII. C. PROVIDES EXPERIENCES IN WHICH LEARNERS APPLY WHAT THEY HAVE LEARNED

1. Knowledge is never applied. Facts and skills are acquired in isolation from their application.

2. Application of knowledge is used sparingly in the classroom. Opportunities for applying knowledge are often not used.

3. Application of knowledge is provided for in daily lessons on at least half the occasions when it would be reasonable to do so.

4. Only rarely is an opportunity for applying knowledge not taken advantage of in the classroom.

5. In addition to the items in #4, the teacher provides and encourages novel opportunities for applying knowledge in and outside the classroom for the class or individual learners.

VII. D. PACES THE LEARNING TASKS APPROPRIATELY FOR STUDENTS

1. Teacher proceeds too fast or too slowly; students show frustration or boredom, respectively. Shows no awareness of the need to adjust her pace.

2. Teacher moves at an inappropriate pace for most students and seldom monitors before proceeding. Students show some frustration.

3. Teacher inconsistently monitors completion of tasks before proceeding.

4. Teacher monitors completion of tasks before proceeding. Teacher is able to perceive student learning rate and usually adjusts teaching pace.

5. Teacher monitors completion of tasks before proceeding. Teacher is able to perceive student learning rate through questioning and observation, and adjusts teaching pace appropriately. Teacher shows good understanding of time needed.

VII. E. EVALUATES INDIVIDUAL'S CONTRIBUTION OR RESPONSE

1. Teacher uses an arbitrary fixed standard that all are expected to attain or fail. All are evaluated in the same way with no accounting for individual differences.

2. Teacher uses fixed standards based on class performance.

3. Teacher judges child by rate of progress of others in the class, occasionally recognizing that (s)he has individual needs.

4. Teacher judges the child by the child's own rate of progress with his/her individual needs, but over- or under-estimates his/her capabilities.

5. Teacher judges each pupil's contribution in terms of where (s)he is, how (s)he perceives things, and how rapidly (s)he is able to change or improve.

VIII. COMMUNICATES WITH LEARNERS BOTH ORALLY AND IN WRITING

A. DIRECTS AND EXPLAINS WHEN NECESSARY

B. KNOWS WHAT IS TO BE DONE

C. PACING COMMUNICATION: REFERS TO THE AMOUNT OF TIME ALLOWED FOR THE CHILD TO COMPLETE A RESPONSE. IT REFERS TO THE DEGREE TO WHICH THE TEACHER PACES QUESTIONING SO THAT EACH STUDENT IS ABLE TO PARTICIPATE EFFECTIVELY.

D. CONSISTENCY OF MESSAGE: REFERS TO THE FOLLOW THROUGH OF THE TEACHER CONCERNING SPECIFIC VERBAL DIRECTIONS OR CONSEQUENCES EXPRESSED BY HIM/HER DURING CLASS ACTIVITIES.

E. ACADEMIC FEEDBACK: REFERS TO THE EXTENT OF COMMUNICATION TO THE STUDENT OF INFORMATION ABOUT THE ADEQUACY, ACCEPTABILITY OR CORRECTNESS OF STUDENT RESPONSE AND DIRECTIONS TO ASSIST THE LEARNER TOWARD IMPROVED PERFORMANCE.

VIII. A. PROVIDES DIRECTIONS AND EXPLANATIONS WHEN LEARNERS MISUNDERSTAND

1. The teacher discourages learners when they seek clarification of directions or explanations.

2. The teacher ignores learners when they seek clarification of directions or explanations.

3. The teacher restates original communication in nearly the same words if learners do not understand.

4. The teacher restates directions or explanations using different words and ideas when learners do not understand.

5. In addition to the items in #4, the teacher attempts to identify areas of misunderstanding and restates communication before learners ask.

-OR-

No misunderstanding by learners was evident during the lesson.

VIII. B. CONVEYS THE IMPRESSION OF KNOWING WHAT TO DO AND HOW TO DO IT

1. The teacher appears to be making moment-to-moment decisions about what is to be done next.

2. The teacher appears to know what is to be done but has not gathered materials necessary for tasks.

3. Only occasionally is the impression given of not knowing what is to be done.

4. The teacher communicates to learners definite goals or plans for activities.

5. In addition to #4, the teacher indicates how present activities fit into longer range goals or plans.

VIII. C. PACES COMMUNICATION SO THAT EACH STUDENT IS ABLE TO PARTICIPATE EFFECTIVELY

1. It really isn't a "question" that the teacher "asks" inasmuch as (s)he answers it as well.

2. The teacher moves on (to another student and/or question) before giving the student an ample opportunity to respond.

3. The teacher gives the student ample time to respond before moving on.

4. The teacher restates or clarifies the question to aid the student in responding.

5. The teacher gives "hints" to aid the student in responding.

VIII. D. CONSISTENCY IN MESSAGE AND ACTION BY THE TEACHER

1. Inconsistency in message and action by the teacher. No follow through with proposed action by teacher.

2. Teacher is vague in giving directions. (S)he is vague in following through.

3. The teacher gives direction and follows through for some of the children.

4. The teacher gives a direction and follows through most of the time. A verbal explanation is given to child by teacher in those instances in which (s)he does not follow through.

5. Teacher gives a direction and then follows up on it. There is consistency in message and action by the teacher.

VIII. E. GIVES ACADEMIC FEEDBACK CONSISTENTLY

1. This teacher very seldom responds to pupils concerning their attempts to learn (such as oral or written work or carrying out some skill). The student usually finds out about progress when reports are given at the end of a grading period.

2. Occasionally the teacher responds to pupil's attempts to learn. The responses are usually general such as "B", "OK", or "Good" without details as to what is good or bad about it.

3. The teacher usually responds to pupil's attempts to learn with general responses (such as "B", "OK", or "Good"). However, some specific comments about the overall quality of the work are occasionally offered.

4. Usually the teacher only lets pupils know which responses are right or wrong. (S)he also points out what is right or wrong about them, and occasionally offers suggestions for improvement.

5. This teacher consistently lets pupils know which responses are right or wrong, points out what is right or wrong about them and assigns the student learning activities to improve his/her performance.

IX. INSTRUCTS WITH CLARITY

A. INTRODUCING THE LESSON: REFERS TO THE TEACHER'S ABILITY TO CLEARLY INTRODUCE A NEW TOPIC OR RETURN TO A PREVIOUSLY DISCUSSED TOPIC.

B. CLARITY: REFERS TO THE CLARITY OF INSTRUCTIONS AND EXPECTATIONS CONVEYED TO THE STUDENTS.

C. GIVES CLEAR DIRECTIONS AND EXPLANATIONS

IX. A. INTRODUCES THE LESSON BY REFERENCE TO PAST AND FUTURE WORK

1. The lesson is begun without introduction.

2. The lesson is introduced by a muddled, inadequate introduction.

3. The lesson is introduced by a "task-at-hand" introduction which prefaces the lesson but does not link it to past or future work.

4. The lesson is preceded by a brief review of past work, linking the present lesson to previous learning. The present lesson is also introduced.

5. The lesson is introduced, linking the to-be-learned material to past work and also to work to come. The student sees where the lesson fits in the "Big Picture".

IX. B. CLARITY OF INSTRUCTION AND EXPECTATIONS

1. The teacher presents material in a vague and disorganized way. (S)he talks in generalities and may use words that students do not comprehend. (S)he rarely gives examples and seldom completes instructions or explanations. Students show a low degree of understanding and exhibit much confusion.

2. This teacher has difficulty in getting his point across. (S)he gives few or poor examples and may use words that students do not seem to understand and there is considerable evidence of confusion. Students must turn to one another for help.

3. This teacher's instructions are mostly clear. (S)he tries hard to get the point across. When students ask questions (s)he usually provides an adequate answer by presenting alternative explanations or by using a different choice of words. Students seem satisfied. There is more evidence of understanding than uncertainty.

4. This teacher comes across as clear and organized. Although language level is appropriate for most of the class, it may be inappropriate for a few of the students. (S)he provides a sufficient number of good examples and usually completes instructions and explanations. There is little evidence of uncertainty.

5. This teacher presents material in an explicit, logical and organized manner. (S)he uses an appropriate language level. (S)he illustrates generalities with ample specific examples and carries all instructions and explanations through to completion. (S)he makes sure that all of the students understand.

IX. C. GIVES CLEAR DIRECTIONS AND EXPLANATIONS

1. Fails to give any directions or explanations (either written or oral) when there is an obvious need to do so.

2. Directions or explanations are hard to understand. Many learners appear confused. No attempt is made to remedy the confusion.

3. The teacher attempts to remedy confusion in directions or explanations. Only a few learners then appear to misunderstand.

4. The teacher identifies specific learners, if any, that have difficulty with directions and explanations and helps them individually.

5. No evidence of learner confusion about directions or explanations is evident or learner problems with directions and explanations have all been satisfactorily handled.

X. USES PROCEDURES WHICH INVOLVE THE STUDENT IN THE LEARNING TASK

A. GETS LEARNERS INVOLVED IN LESSONS

B. MAINTAINS LEARNER INVOLVEMENT

C. USES LEARNER RESPONSES AND QUESTIONS

D. PROVIDES OPPORTUNITIES FOR PARTICIPATING

E. STUDENT INVOLVEMENT: REFERS TO THE DEGREE OF PARTICIPATION AND INTEREST SHOWN BY STUDENTS IN A GIVEN ACTIVITY. WOULD INCLUDE INDIVIDUAL OR GROUP ACTIVITIES.

X. A. USES PROCEDURES WHICH INITIALLY GET LEARNERS INVOLVED IN LESSONS

Ratings

1. No descriptor is evident.
2. One descriptor is evident.
3. Two descriptors are evident.
4. Three descriptors are evident.
5. Four descriptors are evident.

Descriptors

a. Helps learners recall past experiences or knowledge that relate to new activities.

b. Uses interests of learners as a link to new activities.

c. Stimulates interest in new activities with such things as discrepant events or thought-provoking questions.

d. Helps learners understand what they may achieve by participating in the new activities.

X. B. MAINTAINS LEARNER INVOLVEMENT IN LESSONS

1. Most learners (75%) seem to be off task (learners are not attending to the teacher, materials, or other appropriate foci for an activity).

2. Many learners (50%) are on task but the remainder show only superficial attention to lessons.

3. Most learners (75%) are on task (actively engaged in the lesson).

4. High on-task (90%) behavior is evident.

5. All learners are on task.

X. C. USES RESPONSES AND QUESTIONS FROM LEARNERS IN TEACHING

1. The teacher discourages learners from giving responses or asking questions by the use of negative words or actions.

2. The teacher ignores learners who wish to be recognized. Learner contributions are accepted without disagreement or further comment.

3. The teacher acknowledges learners who wish to be recognized and occasionally asks for learner responses or questions. Responses by the teacher are brief but adequate.

4. The teacher asks for learner responses or questions on the lesson.

5. In addition to the items in #4, the teacher frequently incorporates learner responses and questions into subsequent activities.

X. D. PROVIDES LEARNERS WITH OPPORTUNITIES FOR PARTICIPATING

1. Class activities require passive commitment such as sitting and listening, reading, or watching.

2. The class is organized so that only a few learners participate actively; most appear to be bystanders.

3. Most learners have opportunity for active participation at some time in the class (e.g., small group discussion, physical manipulation of materials, physical movement, individual library work, etc.).

4. All learners have opportunity for active participation in some type of activity.

5. All learners have multiple opportunities for active participation in activities.

X. E. INVOLVES STUDENTS ACTIVELY IN THE LESSON

1. Teacher is lecturing to students. No student initiated participation.

2. At end of lesson, students are allowed to ask questions or discuss material.

3. Teacher stops periodically for questions and discussion.

4. Teacher gives students opportunity to discuss and ask questions throughout the lesson.

5. Teacher has arranged lesson to involve students actively. Students seem to be self-motivated in their questioning and discussion.

XI. REINFORCES AND ENCOURAGES THE EFFORTS OF LEARNERS

A. MONITORING LEARNING: REFERS TO THE METHODS AND/OR TECHNIQUES BY WHICH A TEACHER CHECKS THE PROGRESS OF STUDENTS IN A LEARNING SETTING WHILE THE STUDENTS ARE WORKING.

B. GUIDING THE WORK SESSION: REFERS TO THE DEGREE TO WHICH THE TEACHER GUIDES THE WORK SESSION IN A MEANINGFUL AND PURPOSEFUL MANNER.

C. POSITIVE REINFORCEMENT: REFERS TO THE USE OF POSITIVE REINFORCEMENT TO MODIFY STUDENT BEHAVIOR.

D. EFFECTIVENESS OF REINFORCEMENT: REFERS TO HOW QUICKLY RESPONSES ARE REINFORCED IN THE CLASSROOM.

XI. A. MONITORS LEARNING WHILE THE STUDENTS ARE WORKING

1. Because (s)he is otherwise engaged, the teacher ignores students while they are working except to pass out or collect papers.

2. Teacher watches for raised hands and checks progress of student work from his/her desk. The teacher does not move about the room.

3. Teacher checks progress of students occasionally or when a hand is raised.

4. The teacher contacts students on a regular basis, but (s)he is less systematic than is needed to monitor the students adequately.

5. Teacher contacts students regularly and systematically. Teacher checks in on each pupil's progress periodically and makes an attempt to know where each student is in his/her work at all times.

XI. B. GUIDES THE WORK SESSION IN A MEANINGFUL AND PURPOSEFUL MANNER

1. Teacher refuses to acknowledge students' individual needs.

2. Teacher acknowledges children's problems but refuses to give assistance.

3. Teacher acknowledges that some students need assistance but gives assistance inconsistently.

4. Teacher offers assistance when needed.

5. Teacher anticipates the difficulty some students will have in keeping up and offers assistance when and if needed (or if no assistance is needed).

XI. C. USES POSITIVE REINFORCEMENT TO MODIFY STUDENT BEHAVIOR

1. Teacher controls discipline by admonishing the individual or group creating discipline problems rather than addressing the behavior. Teacher uses criticism and sarcasm, especially statements which imply that the student should have known better and how displeased (s)he is with him/her.

2. Teacher tends to react more negatively than positively in her dealings with pupils. Much attention is given to negative behavior.

3. Teacher usually says or does nothing either positive or negative to the class concerning their behavior. Does not notice the behavior or is not sure what to do about it.

4. Teacher tends to react more positively than negatively in dealings with pupils. There is much attention to the positive, but the teacher can't quite "let it be" when a negative incident (which could have been just as well ignored) occurs.

5. Teacher expresses verbal approval of good behavior to a group of students so that others are aware of the correct behavior. Teacher's action reinforces student(s) whose behavior is in the right direction. Teacher attends to good behavior and ignores the bad.

XI, D. EFFECTIVELY REINFORCES RESPONSES IN THE CLASSROOM

1. Teacher shows little or no evidence of knowing how or when to reinforce.

2. Teacher gives feedback frequently but often it misses its mark.

3. Teacher delivers reinforcement with inconsistent frequency and appropriateness.

4. Teacher delivers appropriate reinforcement but not with sufficient frequency.

5. Teacher provides consistent, appropriate reinforcement.

XII. DEMONSTRATES A REPERTOIRE OF TEACHING METHODS AND TECHNIQUES

A. USES A VARIETY OF TEACHING RESOURCES: REFERS TO THE DEGREE TO WHICH THE TEACHER'S CURRICULUM ENCOMPASSES STUDENT NEEDS AND ABILITIES, THROUGH A VARIETY OF RESOURCES INVOLVING MULTIPLE MODALITIES.

B. WORKS WITH INDIVIDUALS AND GROUPS

C. USES APPROPRIATE TEACHING METHODS

D. USES A VARIETY OF QUESTIONS

E. DEMONSTRATES KNOWLEDGE OF SUBJECT

XII. A. USES A VARIETY OF TEACHING RESOURCES TO MEET STUDENT NEEDS AND ABILITIES

1. Teacher mechanically sticks to the basic course of study and its teacher's guide.

2. There are few supplementary materials and/or pieces of equipment. The relationship between the basic course of study and the supplementary materials is not established.

3. The teacher uses supplementary resources mechanically or inappropriately.

4. The teacher appropriately utilizes supplementary resources.

5. There is a richness to the basic/supplementary whole. Different materials are available to supplement the basic concept in a variety of multi-media ways to meet the needs of a diverse student population with various learning modalities.

XII. B. DEMONSTRATES ABILITY TO WORK WITH INDIVIDUALS, SMALL GROUPS AND LARGE GROUPS

Ratings

1. No descriptor is evident.
2. One descriptor is evident.
3. Two descriptors are evident.
4. Three descriptors are evident.
5. Four descriptors are evident.

Descriptors

a. The group size for instruction is matched to the objective.

b. The teacher's role is appropriate to the group size being [illegible].

c. [illegible] changes from one group size [illegible] another are smooth.

d. Different group sizes that are matched to the objectives are used.

XII. C. USES TEACHING METHODS APPROPRIATE FOR OBJECTIVES AND LEARNERS

Ratings

1. No descriptor is evident.
2. One descriptor is evident.
3. Two descriptors are evident.
4. Three descriptors are evident.
5. Four descriptors are evident.

Descriptors

a. Teaching methods are matched to objectives.

b. Teaching methods are matched to learners.

c. A smooth transition is made from one method to another.

d. The classroom environment is arranged optimally for the teaching method.

XII. D. USES QUESTIONS AT A VARIETY OF COGNITIVE LEVELS

Ratings

1. No descriptor is evident.
2. One descriptor is evident.
3. Two descriptors are evident.
4. Three descriptors are evident.
5. Four descriptors are evident.

Descriptors

a. Questions are appropriate for the objectives.

b. Questions are sequenced from simple to complex and build on one another.

c. A variety of levels of thought are required of learners by the questions.

d. Learners are given adequate time to answer questions.

XII. E. DEMONSTRATES KNOWLEDGE IN THE SUBJECT AREA

1. The knowledge the teacher demonstrates in the classroom is inaccurate or out-of-date.

2. The teacher does not demonstrate knowledge of the subject area when it would be appropriate to do so.

3. Subject area knowledge that the teacher demonstrates is accurate and related to the subject.

4. The teacher demonstrates accurate and up-to-date knowledge of the subject to arouse the interest of learners.

5. In addition to the items in #4, the teacher uses knowledge of the subject area to show learners the importance of the topic in the world outside the classroom.

Observation Notes:

SECT RECORDING FORM

Competencies and Indicator Items		N/A	1	2	3	4	5
I. Plans instruction to achieve selected objectives.							
Specifies teaching procedures	A ( )						
Specifies content, materials & media	B ( )						
II. Organizes to take into account individual differences.							
Individualizes instruction	A ( )						
Accounts for different capabilities	B ( )						
Accounts for learning styles	C ( )						
Accounts for rates of learning	D ( )						
III. Refers learners with special problems to specialists.							
Identifies learners for assistance	A ( )						
Obtains assistance from co-workers	B ( )						
IV Organizes for instruction.							
Classroom arrangement	A ( )						
Organizes materials efficiently	B ( )						
Provides a safe orderly environment	C ( )						
Student mobility	D ( )						
V Helps learners develop positive concepts of themselves.							
Warmth	A ( )						
Demonstrates warmth & friendliness	B ( )						
Sensitive to needs and feelings	C ( )						
Reaction to emotions	D ( )						
Equity	E ( )						
Provides opportunities for success	F ( )						
VI Demonstrates enthusiasm for teaching, learning and subject							
Communicates personal enthusiasm	A ( )						
Shows interest in learners/subject	B ( )						
Enthusiasm	C ( )						
Classroom conviviality	D ( )						
VII. Uses methods related to the objectives.							
Uses AV and other equipment	A ( )						
Materials appropriate for objectives	B ( )						
Learners apply what they have learned	C ( )						
Pacing learning tasks	D ( )						
Individualized evaluation	E ( )						
VIII. Communicates with learners both orally and in writing.							
Directs and explains when necessary	A ( )						
Knows what is to be done	B ( )						
Pacing communication	C ( )						
Consistency of message	D ( )						
Academic feedback	E ( )						
IX. Instructs with clarity.							
Introducing the lesson	A ( )						
Clarity	B ( )						
Gives clear directions/explanations	C ( )						
X. Involves the student in the learning task							
Gets learners involved in lessons	A ( )						
Maintains learner involvement	B ( )						
Uses learner responses and questions	C ( )						
Provides opportunities to participate	D ( )						
Student involvement	E ( )						
XI. Reinforces and encourages the efforts of learners.							
Monitoring learning	A ( )						
Guiding the work session	B ( )						
Positive reinforcement	C ( )						
Effectiveness of reinforcement	D ( )						
XII. Demonstrates a repertoire of methods and techniques.							
Uses a variety of teaching resources	A ( )						
Works with individuals and groups	B ( )						
Uses appropriate teaching methods	C ( )						
Uses a variety of questions	D ( )						
Demonstrates knowledge of subject	E ( )						

Teacher _____ Date _____ Rater _____